DOCUMENT RESUME

ED 211 152	JC 820 001
AUTHOR	Keim, William A., Ed.; Keim, Marybelle C., Ed.
TITLE	Marketing the Program. New Directions for Community Colleges, Number 36.
INSTITUTION	ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	ISBN-87589-814-9
PUB DATE	Dec 81
CONTRACT	400-78-0038
NOTE	130p.
AVAILABLE FROM	Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($6.95).
JOURNAL CIT	New Directions for Community Colleges; v9 n4 Dec 1981
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Community Colleges; Mass Media; Needs Assessment; Program Effectiveness; *Publicity; *School Holding Power; Student Attrition; *Student Recruitment; Two Year Colleges
IDENTIFIERS	*Educational Marketing

ABSTRACT

This collection of essays examines the role of marketing in the recruitment and retention of community college students. First, Philip Kotler and Leslie A. Goldgehn define the marketing process and assess its potential benefits. Richard C. Richardson, Jr., and Donald S. Doucette question the effectiveness of marketing in the community college. Callie Foster Struggs considers the importance of community impact studies. Anne Mulder-Edmondson proposes the inclusion of the entire college community in the development of a marketing plan. The promotion of a marketing plan via the printed media is described by Barbara A. W. Smith, while Robert H. Gaffner examines uses of the electronic media in marketing. The process of identifying target populations through segmentation is discussed by William A. Keim. Wallace F. Cohen and Jeanne Atherton describe the successful marketing of an afternoon program. Edwin R. Bailey explores the potential for coordination with universities in the development of a marketing plan. Don G. Creamer and E. G. Akins examine the effects of marketing on student development activities. Marybelle C. Keim reviews strategies for student retention. James F. Gollattscheck poses some potentially negative effects of marketing and means to avoid them. Gunder Myran and Mark Ralph evaluate marketing practices in community colleges. Finally, Donna Dzierlenga reviews the ERIC literature dealing with community college marketing. (HB)

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Marketing the Program

William A. Keim, Marybelle C. Keim, *Editors*

NEW DIRECTIONS FOR COMMUNITY COLLEGES
Sponsored by the ERIC Clearinghouse for Junior Colleges
ARTHUR M. COHEN, *Editor-in-Chief*
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Number 36, December 1981

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JC 820 001

Marketing the Program
Volume IX, Number 4, December 1981
William A. Keim, Marybelle C. Keim, *Editors*

New Directions for Community Colleges Series
Arthur M. Cohen, *Editor-in-Chief*; Florence B. Brawer, *Associate Editor*

New Directions for Community Colleges (publication number USPS 121-710) is published quarterly by Jossey-Bass Inc., Publishers, in association with the ERIC Clearinghouse for Junior Colleges. *New Directions* is numbered sequentially — please order extra copies by sequential number. The volume and issue numbers above are included for the convenience of libraries. Second-class postage rates paid at San Francisco, California, and at additional mailing offices.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for the Study of Community Colleges for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Center for the Study of Community Colleges or the National Institute of Education.

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Subscriptions, single-issue orders, change of address notices, undelivered copies, and other correspondence should be sent to *New Directions* Subscriptions, Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, California 94104.

Editorial correspondence should be sent to the Editor-in-Chief, Arthur M. Cohen, at the ERIC Clearinghouse for Junior Colleges, University of California, Los Angeles, California 90024.

Library of Congress Catalogue Card Number LC 80-84266

International Standard Serial Number ISSN 0194-3081

International Standard Book Number ISBN 87589-814-9

Cover art by Willi Baum
Manufactured in the United States of America

This publication was prepared with funding from the National Institute of Education, U.S. Department of Health, Education, and Welfare under contract no. 400-78-0038. The opinions expressed in the report do not necessarily reflect the positions or policies of NIE or HEW.

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Editors' Notes

The term *marketing* is a loaded word for most Americans, calling up visions of hucksters who use loathsome and irresponsible means to sell worthless products. Unfortunately, because of our unique economy-oriented society, the word marketing often generates thoughts only of the promotional advertising aspects of the art. This is understandable; after all, the advertising game is fun and dramatic, and promotion also has aggressive and appealing qualities to those of us in our community colleges who are eager to take an active role in problem solving. As a result, talk about marketing on the community college level tends to overemphasize market advertising, and all of us who only recently began to study the highly successful commercial marketing techniques have compounded the problem by falling, more or less, into the specific but dangerous language of the marketers.

Working in the sometimes mundane world of education, the new market researchers find it almost irresistible to speak about targets, clientele, media mix, hard sell, product, marketplace, segmentation, market positioning, and the current Arbitron ratings. We have thus become volunteers in the heady science of marketing theory, but we often practice this science without direction or without the understanding that it is simply a total system of logic leading to self-analysis and cost effectiveness.

The problems resulting from what we describe as marketing are not simple ones. By recruiting students, we create enormous internal pressures for our colleges, and, in many cases, these pressures result in open friction. We are viewed by many external critics as engaging in marketing activities that create suspicion and even hostility. Not only our many sister institutions and taxpayers see us this way but also our state legislators, faced with dwindling treasuries, are beginning to suspect that our marketing activities are costly to the public fund and may not be totally ethical. Many of our taxpaying friends and those who represent us in legislative bodies remember Sidney Greenstreet's performance in the movie *The Hucksters,* where he portrayed a Madison Avenue advertising executive who regarded the American public as something to manipulate. Marketing, even in a community college, is often regarded as just this type of activity.

The editors of this volume understand the fabric against which this volume is set. We have attempted to bring authors with national reputations to write about the many complex and interrelated aspects of marketing. We have organized the issue to cover the four basic steps in the marketing arena: assessment, promotion, delivery, and evaluation. Much of what is presented here is highly practical, offering specifics to the practitioner who is looking for "how to" advice. The authors have also provided questions and cautions to be considered carefully by the reader.

Philip Kotler, perhaps the best marketing theorist on the scene today, offers, along with Leslie A. Goldgehn, a studied definition of marketing for the community college. Richard C. Richardson and Donald S. Doucette consider whether marketing is an appropriate activity for community colleges. Callie Foster Struggs, who masterminded the pilot NCHEMS (National Center for Higher Education Management Systems) community impact study for Eastfield College in 1977, describes her experiences. Anne Mulder-Edmondson writes about the problems and solutions in involving a total college in developing marketing strategies. Specific directions and advice for a strong, controlled promotional program are detailed by Barbara A. W. Smith of Johnson County Community College in Kansas and by Robert H. Gaffner of St. Louis Community College. Coeditor William A. Keim describes the system of segmentation in the urban setting of Kansas City, and Wallace F. Cohen, president of Cuyamaca College in California, writes with Jeanne Atherton about the success of creating an afternoon college in San Diego. These chapters deal, for the most part, with the assessment and promotion aspects of a marketing plan. Edwin R. Bailey, professor of education at the University of Missouri-Kansas City, suggests the possibilities of cooperation between community colleges and the university in developing a marketing plan. Don G. Creamer, associate professor of education at Virginia Polytechnic Institute and State University, and Elizabeth Akins are concerned with problems of delivery; they explain the detailed effects that marketing can have on college student development activities. Coeditor Marybelle C. Keim suggests to faculty, administrators, and student personnel a means to improve the retention of students in the community college. James F. Gollattscheck, president of Valencia Community College in Florida, raises some questions concerning the effects of marketing on the institution, and Gunder Myran, president of Washtenaw Community College in Michigan, along with Mark Ralph, completes the spectrum with questions about the evaluation of marketing practices.

The editors hope that this selection of a broad range of possible topics will be useful both to the marketing practitioner and to the college leaders who must make the marketing commitment—a commitment based on the understanding that marketing is not simplistic or haphazard but must be a total system, encompassing all aspects of the college, if it is to become an institutional tool for discovery.

The bottom line is that, if a systematic marketing plan is administered, it will, by its comprehensive nature, result in a penetrating analysis of the college's mission, programs, and services.

Out of a good marketing plan, we will become better colleges.

William A. Keim
Marybelle C. Keim
Editors

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Marketing is the means by which a community college can define its existing and potential markets, identify the market's needs, respond with appropriate programs and services, and position itself favorably.

Marketing: A Definition for Community Colleges

Philip Kotler
Leslie A. Goldgehn

The community college is an important and vital sector of higher education. Its greatest strengths continue to be innovation and responsiveness to community needs. For example, the community college has taken a proactive position in dealing with changes in demographics, student needs, and technological advances. This dynamic sector has responded to opportunities as well as to threats with creative changes, oftentimes leaving the more tradition-bound colleges behind.

Currently, however, all institutions of higher education are facing formidable new problems that threaten their vitality and even viability. Even the innovative and healthy community colleges are finding they need new approaches.

Marketing Problems That Colleges Face

Today's colleges are struggling with the classic marketing problems of sales decline, slow growth, changing buying patterns, increased competition, and increased sales expenditure. Translating these variables to the college environment, we find:

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program*, no. 36.
San Francisco: Jossey-Bass, December 1981.

- Declining overall enrollments
- Changing wants and needs in the marketplace
- Increasing operating costs
- Erosion of the tax base and sources of funds
- Increasing competition from other colleges and alternatives to higher education (such as work, military service, on-the-job training, and so on).

Furthermore, even the healthiest colleges are faced with the additional problems of declining enrollments in select disciplines, insufficient attraction of high-quality students, low retention rate and student satisfaction, low faculty satisfaction, and insufficient attraction of funds.

Colleges have responded in three ways to these challenges. First, a large number of colleges have sat back and done little or nothing to adjust. They believe in the sanctity of their product and hope to weather the storm. Other colleges have turned to "hard selling" techniques. They have increased the recruitment and advertising budget but made no changes in their "product offering." In many cases, they have thus increased their enrollment but not the long-term student satisfaction. Finally, a few colleges have responded to the challenges with a professional marketing approach. Through careful research and planning, these colleges have clarified their target markets and customer needs, and they have prepared product offerings that are competitively attractive to their target markets.

Defining Marketing

The historical problem that nonprofit institutions have with marketing is that they confuse it with one of its many subfunctions. What is marketing? This question was recently put to 300 educational administrators whose colleges were in trouble due to declining enrollments, spiraling costs, and rising tuition (Murphy and McGarrity, 1978). In reply, 61 percent said that they saw marketing as a combination of selling, advertising, and public relations. Another 28 percent said that it was only one of these three activities. Surprisingly, only a small percent suggested that marketing had something to do with needs assessment, marketing research, product development, pricing, and distribution.

Here is our view of marketing. Marketing starts with the identification of specific markets that the institution will serve, of specific needs that will be served, and of the means that will be used to serve those markets. This requires a heavy investment in market research, product development, and product testing before any promotion is formulated. Issues of pricing and the effective delivery of the service must also be addressed. Finally, marketing includes the development of an effective communication and packaging program. Thus, promotion is the last step in the marketing process, simply the "tip of the marketing iceberg."

Our formal definition of marketing (Kotler, 1980) is as follows:

> Marketing management is the analysis, planning, implementation, and control of programs designed to create, build, and maintain mutually beneficial exchanges and relationships with target markets for the purpose of achieving organizational objectives. It relies on a disciplined analysis of the needs, wants, perceptions, and preferences of target and intermediary markets as the basis for effective product or program design, pricing, communication, and distribution [p. 22].

Marketing Is an Eight-Step Process

Marketing is an organized approach to selecting and serving markets. It consists of eight steps. To illustrate this process, we can use the example of Community College X in a large metropolitan area. The president of this college feels that a nursing program would be a good addition to his college's curriculum. We will illustrate how the college would benefit from undertaking the eight-step process of marketing before launching this expensive and resource-dependent program.

Step One: Defining the Mission. A college must begin the marketing process by defining its mission. It must answer the question, What business are we in? A broad answer such as "meeting the educational needs" is incomplete, because it fails to define a character for the particular institution. "Providing low-cost, mass education, six-month to two-year career training programs for high school graduates" is a more accurate definition of the marketing mission. This definition must be followed by the formulation of specific goals.

In our example, one of the goals of the nursing program could be to provide a two-year program that prepares students for the registered nurse (RN) and licensed practical nurse (LPN) state examinations and that culminates in a Community College X associate in science degree in nursing. This goal should be refined into achievable, measurable, and time-oriented objectives.

Step Two: Identifying Publics and Markets. Next, the institution must identify the actors in its community who will affect the carrying out of its mission. Every organization operates in an environment of publics.

A *public* is a distinct group of people and/or organizations that have an actual or potential interest or impact on the college. The publics of a community college include the state legislature, the local community, prospective students, high school counselors, and competitors. Once the community college thinks in terms of trading something of value with that public, it is viewing that public as a market. A *market* is a potential arena for the trading of resources. For example, the state legislature appropriates funds for a college and receives in exchange an educated and more employable constituency.

In our example, Community College X needs to seek approval and accreditation from the state nursing education agency. It will also need approval from its own regulatory publics such as the state legislature, the state board of higher education, the state community college board, and the community college district. Internal publics such as the chancellor, advisory boards, and the board of trustees will also need to be involved. The college needs to assess whether it can recruit enough qualified students and trained instructors. Other concerns include the desirability and availability of a hospital affiliation and of internship possibilities. In other words, the college will have to market the ideas for the school of nursing to many publics.

Step Three: Researching the Market. The third step is for the college to research the wants, needs, and perceptions of its target markets. In contemplating a nursing program, College X needs to identify how many other colleges in the area offer nursing programs and what types of programs are offered. The college needs to investigate current and proposed legislation concerning educational requirements for a nursing degree. The most crucial aspect of their research should be evaluating the needs of potential nursing students—needs, for example, such as flexible scheduling, transferability to four-year programs, child care, job placement, and accessibility to home and workplace.

Step Four: Segmenting the Market. Now the college must break down each market into *market segments*—that is, into distinct groups with different needs and perceptions. Community College X, for example, must develop a segmentation of the market that makes sense and reveals different opportunities. One breakdown could be between potential students currently employed by hospitals in some capacity, and potential students not employed in the health care field. Potential nurses who are currently employed by hospitals could be further segmented by age, career objectives (RN, LPN, geriatric specialist, and so on), and previous educational training.

Step Five: Choosing the Target Markets. Most colleges are not able to serve all of the market subgroups identified through the segmentation process. In the fifth step of the marketing process, a college must choose which segments and needs it will serve.

The market research and segmentation of College X might disclose that a poorly served segment of the market are women between the ages of 25 and 35 who are currently employed at low levels in hospitals. These women desire job upgrading but, because of family commitments and variability in hospital shifts, they have been unable to take advantage of the nursing programs offered by area colleges. To attract these women, Community College X should think about offering the courses at various times of the day, in classrooms in the largest of the area hospitals.

Step Six: Determining Market Position. Market positioning involves the institution in deciding what it will strive to be in its market niche. For example, will it be the low-cost, high-volume provider, or the high-cost, low-volume provider? The college has a variety of ways to supply service to its target market. It must determine whether its markets are best served by the Cadillac or the Ford of institutions.

Community College X may decide to be the leader in training nonprofessional hospital staff to be nurses. It will position itself as offering a high-quality program to the most qualified and interested students.

Step Seven: Formulating the Marketing Mix. The seventh step calls for the organization to develop a detailed plan for serving its market. To do this, the college must first define the four elements of the marketing mix: product, price, place, and promotion.

The Educational Product. A *product* is that which the institution offers to the market; it includes physical objects, services, personalities, places, organizations, and ideas. Thus, the educational product includes courses, degree offerings, student services, and athletics. The educational product also consists of such latent products as diversion, self-esteem, and pride.

Community College X may define its product as an associate in science degree in nursing to be offered to experienced nonprofessional hospital staff. The product includes classes, internships, job placement, and access to the college's student services.

Price. The educational product is offered to its markets at a price—that is, tuition and fees. Just as in business and industry, a college can offer price incentives. Scholarships, financial aid, loans, grants, and work-study programs are a means to provide the product at varying prices to fit the needs of the students. In setting tuition and fees, a college must also be aware of the price the competition is charging, as well as whether its own pricing schedules encourage the desired mix of part- and full-time students.

In our example, the tuition for Community College X is set by the state community college board and the district. However, Community College X could encourage the participating hospital to offer tuition incentives to their interested staff and thus make the tuition more attractive and competitive.

Place: Access to the Educational Product. In addition to offering the appropriate mix of educational products at a competitive price, college administrators must facilitate the availability of the educational product. Access in this case includes not only location but also the time at which the product is offered. Community colleges have responded to this challenge through offering off-campus courses, correspondence courses, evening courses, and multimedia and television teaching. Triton College in River Grove, Illinois, responds to the needs of students not available during the day or early evening hours by offering a "midnight college." Students are learning a variety of skills ranging from fixing tractors to operating computers, at a time of day that does not conflict with a second shift or with family obligations.

Community College X could respond to the problem of access by taking the educational product to their students' places of employment and by manipulating the time offerings around the students' work schedules.

Promotion. The final instrument in the marketing mix is promotion. All organizations need to describe their products to their target markets. The five major communication instruments available to colleges are advertising, publicity, personal contact, incentives, and atmospherics.

Advertising consists of paid ads in the news media, notices in college publications, in catalogues, or on application forms, and letters to parents, alumni, and area high schools.

Publicity consists of free advertising through newsworthy items in the media. There may be indirect costs associated with publicity, such as the costs of building dedications, community days, fun runs, and guest speakers.

Personal contact includes the work of admissions officers, faculty, and others who meet directly with students and who are involved in the recruitment effort.

Incentives include not only reductions in tuition through scholarships and similar aid but also promises of job placement, internships, and special treatment.

Atmospherics include all those aspects of the college that set the tone and make up the institutional climate.

Community College X could use the following promotional tools: nursing program posters and catalogues displayed at the hospital; career days, held at the college and at hospitals and staffed by the nursing instructors; tuition incentives offered by the hospital; and an accessible and well-equipped classroom.

All of the variables of the marketing mix (product, price, place, and promotion) should be synchronized in the form of a *marketing plan.* The plan is a document that states strategies and specific actions to accomplish the marketing objectives.

Step Eight: Implementing and Controlling the Marketing Plans. To accomplish the final step in the marketing process, Community College X should assign faculty members and administrators to be responsible for carrying out specific parts of the marketing plan. A task force should monitor their progress and evaluate new opportunities as well as threats.

Adopting a Marketing Orientation

Most community colleges are involved in many of these marketing processes and have faculty and administrators fulfilling marketing roles within their colleges. In many colleges, the president fulfills the primary marketing responsibilities with assistance from the offices of admissions, financial aid, and institutional relations. Although it is not necessary to hire a director of marketing services, it is crucial that an individual or a task force have the responsiblity for coordinating all of the marketing functions. Designating or hiring a qualified director of marketing services is often the best way to synchronize the functional areas and the eight-step process that support marketing.

The success of marketing depends upon the acceptance of marketing by all levels of the institution, including clerical workers, custodial staff, faculty, and administration. A marketing or consumer orientation is not merely a change in activities but is also a change in the college's culture. An excellent example of such a change is provided by Ernest R. Leach (1977-1978), who describes a college that successfully implemented the marketing process in response to significant enrollment decreases.

Conclusion

Wallace Appelson, president of Truman College (Chicago City Colleges system), stated (1980): "The college is the community and the community is the college." This has been and continues to be the cornerstone of the missions of community colleges across the country. However, changes in the demographic makeup of students and in student needs, increasing image problems, and skyrocketing costs have plagued all institutions of higher education over the past few years. In order to remain in the heart of the community, colleges have had to look for new strategies. The discipline of marketing is the means by which the community college can define who its consumers are, gauge their needs and wants, and develop and deliver programs and services to serve those needs.

The implementation of a marketing orientation in community colleges is expected to create the following benefits:

1. Colleges will be much more sensitive and knowledgeable about community educational needs.
2. Colleges will abandon the attempt to be all things to all people and will seek differentiated niches in the market. Each college serving a community will focus on providing those services and programs that are most needed and/or that are competitively viable.
3. Colleges will be quicker to drop services and programs in which they have no competitive advantage or distinctiveness to offer.
4. Colleges will be more capable in developing and launching successful new services and programs.
5. Colleges will create more effective systems of distributing and delivering their programs and services.
6. Colleges will develop more creative approaches to pricing.
7. Colleges will create more student, faculty, and administration satisfaction.

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Does research really support the premise that marketing prevents attrition and increases enrollment and revenues?

Rethinking Marketing in the Community College

Richard C. Richardson, Jr.
Donald S. Doucette

As leading advocates of marketing in community colleges clearly recognize, serious marketing is much more than a collection of strategies and gimmicks designed to recruit students, raise money, and cultivate an image (Bickford, 1978; Clarkson, 1980–1981; Johnson, 1977–1978, 1979–1980). Marketing—that is, the *total marketing concept,* as modeled for the nonprofit organization by Philip Kotler (1975)—is a comprehensive institutional effort that requires the commitment of top levels of administration, the active participation of faculty and staff, and the expenditure of considerable human and financial resources.

Marketing in the community college has been championed enthusiastically by its proponents, and by many more it has often been favorably received as a savior of sorts in the face of coming hard times in postsecondary education. (Several chapters in this volume, in fact, attest to this positive reception.) Yet, in light of the considerable resource requirements of marketing efforts, several questions need to be asked: Is marketing an appropriate activity on which community colleges should expend resources? Are the benefits worth the costs? Can community colleges accurately determine market demands? Can they respond adequately to market demands within financial restraints? And, perhaps

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program,* no. 36.
San Francisco: Jossey-Bass, December 1981.

more fundamentally, is marketing an effective strategy for revenue production and institutional renewal?

Marketing as Comprehensive Planning

Stripped of its business terminology, marketing as described by Kotler, Johnson, and others is a form of comprehensive planning. Thus, marketing, particularly the total marketing concept, is subject to the same constraints and issues as comprehensive planning.

Planning in some form is a normal part of all administrative activity, yet planning activities differ considerably in formality, complexity, and resource requirements. *Incremental planning,* the least complex variety, is short range, largely informal and oral, primarily involves individuals and ad hoc groups, and produces results that do not necessarily conform to any prearranged pattern. By contrast, *comprehensive planning* seeks to make an organization's future happen purposefully. Current circumstances are assessed, goals are determined, and resources are allocated to move an organization from its present position to a desired state within some specified period of time. Comprehensive planning is both short and long range, involves procedures that are formal and written, seeks the participation of groups at all levels of the organization, relies upon carefully defined terms, and produces a written document — a plan — that conforms to predetermined specifications. Comprehensive planning tends to emphasize results. These characteristics of comprehensive planning are also those of the total marketing concept; clearly, marketing has much more in common with comprehensive planning than it does with other, less formal and less complex types of planning.

Comparisons of incremental and comprehensive planning almost invariably lead to conclusions about the superiority of the latter. Yet, in an institution with limited resources, emphasis on one type of worthwhile activity necessarily means less attention to other worthwhile activities. As planning in a community college covers longer periods of time, involves larger groups, and seeks formal written plans, it becomes increasingly time-consuming and expensive. When community colleges attempt more formal and comprehensive planning activities, the increased time that administrators must spend in planning tends to result in reduced time available for managing the day-to-day operations of the institution. Similarly, as faculty are asked to become actively involved in the planning process, the time that they can devote to the development and delivery of educational services is reduced. Statements about the benefits of marketing are often made without adequate recognition of the extent to which it competes with other administrative and teaching duties.

Generally, the farther one is from the delivery of educational services, the more formal and complex the planning approach one is likely to advocate and to view as attainable. For this reason, most of the leadership for marketing has been provided by chief executive officers and governing boards. Faculty, by contrast, have resisted participating in marketing, even in institutions whose marketing efforts are described optimistically (Johnson, 1979–1980).

Institutions that become involved in serious marketing efforts usually do so to cope with impending enrollment declines and revenue losses as well as with the inevitable changes in enrollment patterns and clientele. On the other hand, the better established and more prestigious institutions (both public and private) have shown little interest in the additional activity involved in a formal marketing plan. This fact suggests that the presence of an actual threat to the continued existence or well-being of the institution is an important factor in motivating an administration to expend the time and money required by such a plan. It is not clear that a marketing approach can be "sold" to faculty in the absence of an external mandate or an impending crisis, nor is it clear that such a strategy is effective in maintaining an institution or forestalling a crisis. The available evaluations of marketing tend to be personalized and highly subjective; they do not show that marketing provides a cost-effective return on the resources it requires.

The Difficulty of Knowing the External Environment

Advocates of marketing in community colleges recognize the importance and high cost of obtaining reliable data about "the market" in order to focus a college's marketing efforts; yet improving the quality and reliability of data collected about the external environment is not simply a matter of increasing the time and money spent on needs assessment, surveys, and institutional research. There are substantive constraints that limit the effectiveness of any institution's attempt to know its market. Pfeffer and Salancik (1978) present the most cogent analysis of these constraints, and they raise the following issues for the community college that wants to determine the facts of its external environment:

1. The information-gathering process of an organization screens the facts of the external environment that are made available to the organization.
2. What is known about the external environment is inevitably retrospective.
3. The demands of the external environment are likely to be conflicting.

Pfeffer and Salancik point out that at any given time "the attentional process is determined largely by the structure of the organization, the structure of the information system in the organization, and the activities of the organization" (p. 74). Information routinely collected by an organization and routinely reported throughout the organization is likely to be viewed as important, but the mere fact that time and resources are spent in collecting and reporting a particular set of facts necessarily restricts the time spent attending to other facts of the environment — facts that may be less routinely collected but that may have a similar or greater significance.

Successful marketing depends on collecting information about the external environment that is enormously difficult to obtain. The structure and processes of an organization virtually ensure that critical information will be screened out by the selective process through which the information is gathered. The reported facts may cause distorted reactions among individual units, for instance, who will give importance to only those facts that support their activities.

As Pfeffer and Salancik observe, information about the external environment is always information about the past, not about the future. The only facts available for processing are those that have occurred. "Planning is based upon a theory of the past, and, when plans go awry, it is the theory and not the environment that is wrong" (Pfeffer and Salancik, 1978, p. 73).

Even when the facts of the external environment provide a reliable base for projections about the future, the demands that external groups make upon an institution are quite likely to conflict. In the case where these conflicts are apparent or can be predicted, institutional attempts to mediate and balance the conflicts are difficult. But where the conflicting demands are not apparent and repercussions are not anticipated, balancing these conflicts becomes impossible. Since not all external interest groups of an organization are of equal importance to the organization, attempts to resolve the conflicting demands need to be guided by an assessment of the primacy of a specific interest group to the interests of the organization. However, such assessments are necessarily high-risk ventures.

A marketing survey or needs assessment, for example, might reveal needs in the local community for a broad range of such general-interest and avocational courses as pottery making, family financial planning, nutrition for dieters, and wilderness survival. However, state legislatures are often averse to such course offerings; they generally prefer that community colleges direct their efforts toward transfer and occupational programs. Marketing thus presents the college with a dilemma that forces the college either (1) to take sides after assessing the relative importance to the college of the two opposing groups or (2) to attempt to mediate the conflict by whatever means are available.

An even more critical situation would arise, however, if this conflict went unrecognized because the college did not consider information about legislative preferences as a factor in responding to local needs. Pfeffer and Salancik (1978) do point out that knowledge of the external environment provides a manager with two options: to respond to the demands of the external environment or to attempt to change those demands. But the problem of becoming aware of conflicting demands remains. As we noted previously, the expense and difficulty involved in obtaining information about the environment force selectivity, thus increasing the probability of stumbling inadvertently into conflicting expectations.

Marketing in an Era of Fiscal Restraint

Marketing in the community college almost necessarily implies the expansion of activities and clientele. Advocates argue that marketing ideally allows colleges to substitute new market-oriented programs for the traditional programs whose market has evaporated. Yet this argument ignores the persistence and staying power of established programs as well as the power of resistance of faculty and staff threatened by the elimination of their programs. Marketing assumes the cooperation of all the internal constituents, but such support is likely to be sustained in the mature community college only in the absence of a threat to established missions and activities. Consequently, the result of marketing efforts is usually the addition of program offerings on top of existing programs.

During the past decade, community colleges, under the influence of the philosophic commitment to be all things to all people, have vigorously pursued the expansion of missions, activities, and clientele. The assumption has been that numbers and diversity would translate into political support and dollars. In fact, this has not generally occurred; studies show that the level of support for full-time equivalent students is stable or declining in terms of constant dollars (Breneman and Nelson, 1980; Martorana and Smutz, 1980; Richardson and Leslie, 1980).

Events of the past decade have left community colleges with more part-time students who require the same services as full-time students but who do not generate the same revenues; with increasing numbers of remedial students whose previous educational attainments make them more costly to serve effectively; with a growing diversity of expensive services such as child care centers, expanded financial aid offices, tutors, and learning centers; and with greatly expanded delivery systems, including colleges without walls, television media centers, and other technological and human resource commitments. This explosion of clienteles, services, enrollments, and delivery systems has not been matched by corresponding commitments of additional dollars from local, state, or federal sources. Increasing administrative costs, reduced student services, declining book acquisitions in libraries, and increased use of lower-paid adjunct faculty all provide evidence of the tension that exists between continued expansion and available resources, and this tension is at the core of marketing efforts in an era of limited resources and fiscal constraints.

The issue of quality arises out of the confrontation between increasingly constrained resources and institutional efforts directed toward continued growth and mission expansion. Given fixed resources, colleges find that numbers and quality vary inversely. The assumption that quality can be held constant by increasing efficiency overlooks totally the labor-intensive nature of postsecondary education, as well as the fact that community colleges are already extraordinarily efficient institutions by most standards that can be applied.

A community college that bases its marketing strategy on emphasizing quality in the transfer program, for example, must inevitably face the fact that attention to better-qualified students and their progress means less capacity and more limited resources to deal with students on the remedial end of the scale. Clearly, a community college with limited resources cannot do an unlimited number of things well. Marketing strategies that emphasize one activity must do so at the expense of other activities; similarly, marketing strategies that seek to serve new clientele and to add new activities without corresponding reductions in existing activities run the risk of diluting the quality of the college's overall efforts. Under such circumstances, marketing may represent a high-risk response in an era of accountability, fiscal restraint, and persistent calls for the reexamination of community college missions.

Conclusion

The literature on marketing currently focuses on advocacy, on marketing techniques, and on cautions against the abuse of these techniques. There is an absence of objective data demonstrating that marketing in its comprehensive form (the total marketing concept) — or even it its less comprehensive forms — represents an effective strategy for increasing revenues, renewing institutions in trouble, or preventing a slide toward instability for institutions with precarious enrollments. In all fairness, the lack of research may be related to the relatively recent introduction of marketing concepts into higher education. However, in the absence of such research, we can reasonably question whether the enrollment increases (or the prevention of enrollment losses) reported by advocates have resulted primarily from the use of marketing strategies or were more directly related to fluctuations in the local economy, demographics, or other uncontrolled events.

The claims of marketing advocates must be evaluated in reference to at least three specific sets of issues. The first involves the contributions of marketing in relation to its costs. To what extent does marketing produce an added benefit that is not attainable through such standard management practices as consultation, staff development, and normal planning activity? To what extent does the added benefit justify the staff resources that must be diverted from the delivery of services to the implementation of more formal and time-consuming planning procedures?

The second issue involves the ability of an institution to collect all relevant information necessary for the design of comprehensive strategies that do not result in unintended consequences. When does the implementation of a specific course or program that may be desired by some subset of constituents cost more in terms of the loss of support from key decision makers than it returns to the institution in terms of new revenues or increased community support? To what extent will legislators and state boards permit public institutions to engage in apparent competition to provide services to which no high priority has previously been attached?

The third issue involves assumptions about the capacity of marketing techniques to generate new revenues. Nationally, community colleges derive more than half of their revenues from state legislatures. Despite the existence of funding formulas that, in theory, guarantee additional revenues on the basis of number of students served, legislative practice has been either to appropriate a fixed dollar amount, which must be distributed among institutions on a prorated basis without regard for the per-student amount specified in the formula, or, alternatively, to cap enrollments with penalties (rather than additional funds) for exceeding the specified limit. The thesis that additional students will mean additional state funds seems particularly tenuous at this point in time.

On the average, 15 percent of revenue for community colleges comes from local property taxes. The resistance to increasing revenues from this source regardless of the number of students or programs has been so widely discussed as a result of Proposition 13-type initiatives and the defeat of override elections that it requires little additional comment. Suffice it to say that marketing techniques are unlikely to produce additional revenues from this source.

This leaves user fees as the primary variable for increasing institutional revenues. Leaving aside the distaste for this alternative in states such as California and Arizona, there is high probability of extensive competition for any program or course in which user fees are capable of offsetting costs, let alone producing a profit. In brief, it appears that, even if marketing techniques can produce all of the advantages claimed by advocates, the net result could easily be fewer constant dollars to spread over more students and programs. We discussed the impact of this process on institutional quality earlier in this chapter.

It is reasonable to assume that marketing strategies may be effective in certain types of institutions and in some situations, but that they are ineffective, or even counterproductive, in others. Researchers need to explore the differences among public and private community colleges, among urban and rural community colleges, among developing and well-established community colleges, among state and locally controlled community colleges, as well as a variety of other characteristics that might alter the effectiveness of marketing strategies and related comprehensive planning techniques. In the absence of such research, broad statements about the benefits of implementing marketing in community colleges are generally not only naive but may also be dangerous.

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A marketing approach begins with an assessment of needs and wants. The assessment is then translated into products that sell.

Marketing and Community Impact Assessment

Callie Foster Struggs

The term *marketing concept* has been defined as the orientation of all parts of the institution toward the satisfaction of student or societal needs. It is the needs assessment and its continual monitoring that provide the base for an eclectic approach to marketing. The community impact study is the major tool available to an institution for assessing its community's needs.

Historical Perspective

Community impact studies undertaken prior to the 1970s focused on determining the impact of an institution on its community's financial well-being. These studies measured the amount of money expended by staff and students in the community, the amount of tax revenues generated by the institution, and other types of economic indicators.

Community impact studies conducted in the early 1970s attempted to assess the social and cultural impact as well as the economic impact of institutions on their communities. Several of these studies used institutional record review, survey questionnaires, and interviews as means of gathering data. Two such studies are those conducted by Watchel and

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Morehouse (1971) and Rautenstraus (1974). These studies document that the institutions attract knowledge-based industry and that colleges provide a range of facilities and activities that are used by residents of the community. Results of these studies, however, did not address the institutional impact on the educational level of the community, community attitudes toward the institution, or the economic changes in the institution caused by employment rate, housing, and retail development. Not until 1978, as a result of the efforts of the National Center for Higher Education Management Systems (NCHEMS), was there an updated written methodology for gathering qualitative information through community impact studies.

If an institution intends to assess its total impact on a community, it must plan, design, and implement an evaluation of its effect on the following areas: (1) education (new skills and competencies learned, and adequacy of delivery mode and methodology used), (2) social services (recreational, interpersonal), (3) cultural activities (the performing arts, sports), (4) economic factors (income, expenditures, employment, and industrial, housing, and retail development), and (5) technical development.

Planning a Community Impact Study

The key participant in the planning, design, and implementation of a community impact study is the president of the institution. The president's participation lends credibility to the effort and indicates that the results will be used, to the extent possible, in the planning and management efforts of the institution.

The president should appoint a project leader for the study. The project leader should have:

- A clearly defined role that is communicated to the entire college and the community
- A knowledge of research and evaluation principles and prior management experience
- The ability to relate to all segments of the community
- The necessary resources to conduct the study.

Once the project leader is appointed, the crucial planning decisions for the study must be reviewed and approved by the administrative staff. These decisions include:

- Defining the scope of the project
- Identifying which geographic areas and/or populations will be included in the study
- Identifying which impacts will be assessed.

In conducting the study, the institution should seek information concerning awareness and use of its programs and services, the extent to which they meet the needs of the community, the existence of any unmet needs, and its economic impact on the community it serves. An institution might want to assess its direct and indirect impacts. For example, the community is affected directly through course offerings and indirectly through better job performance by employees who have taken courses at the college. Another indirect impact is the existence of the institution itself within the community, since this presence becomes a powerful marketing tool for the community in the wooing of new industry. When community leaders outline the availability of training in skills tailored to industrial needs, the attractiveness of the area is enhanced.

Administrative staff members must be careful that the scope of the project is not too narrow or too broad. If the scope is too narrow, the data resulting from the study will not necessarily reflect the institution's true impact on the community. If the scope is too broad, the data might be too extensive to be of benefit to the institution.

The scope of the project will determine whether involvement by people outside the institution is necessary or feasible. Many institutions have utilized an internal task force, as well as an external advisory committee. The task force, made up of faculty and staff of the institution, might be responsible for identifying key sectors of the community to be assessed, developing instruments to be used in the study, and identifying sources of information available within the institutional framework. The advisory committee, composed of various community representatives, might be responsible for reviewing and reacting to the scope of the project, assisting in the identification of external sources of information, and assisting in the dissemination of the findings.

The administrative staff must also consider that the term "community" has many definitions as it relates to community impact studies. Given the scope of the project and the impacts to be studied, the staff must decide which population groups to assess. These groups could include:

- Faculty, staff, and students of the institution
- Faculty, staff, and students of local high schools
- Residents of the service area
- Employers in the community
- Service organizations and agencies
- Political leaders
- Representatives of local universities and colleges.

Community, therefore, must be defined by the institution in terms of the project's scope, the size of each population group, and the prior or anticipated impact of that group on the institution. Decisions must then be made as to whether the total population in each group will be surveyed or whether a sample should be selected.

Methods for Implementing a Community Impact Study

A number of techniques may be utilized in gathering data from the many groups to be surveyed as part of an assessment of community impact. Three basic techniques that have been used by most institutions include record review (institutional and noninstitutional), interviews, and survey questionnaires. In determining which technique is most suitable for a given assessment, remember that the institution's impact is volatile in some respects; you should utilize the technique that can be replicated for future study and comparison.

Record Review. Records kept by the institution, those kept by governmental agencies, and census data can all be used to secure descriptive data on the community. Institutional records might include such data as enrollment trends and summaries, community use of facilities, operating expenditures of the institution (utilities, supplies, and so on), and veteran participation in the educational process. Since record review research can result in extensive data collection, one should be careful to collect and review only the data that respond to the questions asked in the scope of the study. One should also consider the accessibility of the data and the cost of securing the data.

Interview Technique. Telephone and face-to-face interviews have been used by various institutions in determining community impact. Reports from these institutions indicate that telephone interviews, while resulting in more open expressions of opinion, are also costly. Face-to-face interviews, in many instances, do not usually provide a response reflective of the total community because of the isolation factor inherent in this method. Face-to-face interviews are usually conducted in settings such as shopping centers, religious meetings, or community meetings. Therefore, community members who are not participating in these settings at the time of the interview will not have an opportunity to participate in the assessment. Additionally, the interview technique requires more staff time and expense than other types of data-gathering techniques.

Mail Survey. The mail survey has several advantages over other data-gathering techniques. First, it provides better control of the population participating in the survey, which facilitates good follow-up. It also permits an anonymous response, which might allay staff concerns regarding retaliation by administration. And the low cost of a mail survey is attractive to institutions with limited budgets.

The questionnaire used in a mail survey can be constructed of open- or closed-ended items, or a combination of both. In an open-ended item, the participant completes a sentence or provides a written response to a question. In a closed-ended item, the participant selects one of several responses listed in the questionnaire. Whitney (1972) lists the following advantages of each type.

Open-ended items:

- Are relatively free from the researcher's influence
- Elicit a wide variety of responses
- Are useful for introducing new parts of the questionnaire
- Provide background for interpreting results
- Give respondents a chance to express their opinions
- Are more courteous
- Can aid in drafting questions and coding responses (when used in pilot work)
- Give detail and credibility to the final report.

Closed-ended items:

- Are more uniformly interpreted by respondents
- Produce easily tabulated responses
- Are unaffected by the respondent's verbosity
- Eliminate problems of vocabulary and definition
- Permit more questions.

The decision as to which type of items should be included in each institution's questionnaires is determined by the scope of the study, by the time available from the staff, and by the staff's ability to analyze data collected from study participants.

Eastfield's Strategy

In 1977, Eastfield College in Mesquite, Texas, in conjunction with the National Center for Higher Education Management Systems (NCHEMS), conducted a community impact study. The purpose of this study was to gather qualitative information such as:

- The degree of community awareness of the college
- The degree of community participation in college programs and activities
- The level of satisfaction with the programs and facilities of the college
- The expected use of college facilities
- High school seniors' and staff comparison of two-year colleges versus four-year colleges
- Unmet community needs.

The project leader and members of the task force were appointed by the president. The president and the administrative staff identified the purpose of the study and proposed uses for the data. This activity resulted in the president's policy statement on community impact assessment. The charge to the task force was as follows:

1. Define "community."
2. Identify and define the role of the advisory committee.
3. Determine which groups, institutions, or agencies in the community will be surveyed.
4. Conduct a pilot survey to ascertain the effectiveness of the survey instruments.
5. Determine who will print and process the results of the survey.

In response to the charge, the first meeting of the task force resulted in three decisions. First, the task force identified the specific groups to be surveyed. These population groups, and their sample size, were:

- Eastfield faculty—20 percent of all faculty members
- Eastfield student body—20 percent
- Graduating seniors of feeder high schools—20 percent
- Feeder high school teachers and counselors—25 percent
- Employers throughout Dallas County—20 percent
- Residents of Eastfield's service community—2 percent.

Second, the task force established the responsibility for questionnaire design. Each task force member, with the assistance of the project leader and college research staff, agreed to accept responsibility for the design of one questionnaire.

Finally, the project leader took on the responsibility of refining the list of actual individuals and agencies to be surveyed.

While task force members were working on questionnaires relative to their assigned population group, the project leader undertook the following activities:

- An analysis of student distribution, by census tract, throughout the district
- A review of community impact studies and needs assessments completed by institutions throughout the United States
- A compilation of items that should be common to most, if not all, questionnaires, such as age group of respondent, household income range, sex of respondent, and ethnicity.

Eastfield's survey instruments contained a combination of open- and closed-ended items. Some common questions were asked of Eastfield faculty and students and of the students and staff of feeder high schools. The purpose of this commonality was to compare perceptions of each population group.

The project leader conducted a pilot survey; the results indicated that there were no interpretation problems with the instruments. Questionnaires were delivered to and picked up from feeder school participants and college participants, thereby saving on postage costs. A follow-up postcard was mailed approximately two weeks after the questionnaires. The follow-up resulted in additional returns of approximately 20 percent.

Eastfield's Use of Its Findings

Eastfield immediately began using the results of the study to improve planning and enhance its public relations. For example, since the study revealed that transportation to and from Eastfield was a problem for only a very few persons, the college eliminated its request to the local transit authority for a feasibility study to determine whether special bus routes to the college should be established. Eastfield also decided to offer more occupational/technical and community service courses at off-campus locations requested by employers. (One course in management had already been conducted successfully at a local public library.) On the other hand, Eastfield reduced the number of off-campus credit courses taught at local high schools, since the study revealed that many respondents prefer taking credit courses on campus.

Also as a result of the study, Eastfield began scheduling counselors and seniors at local high schools and the college began providing information about Eastfield to juniors at those schools as well. The college decided to develop special courses in human services, transportation, law and public administration, business management, and health for students graduating from area high schools. It refined its support services and began to evaluate the college's Learning Resources Center. And it decided to increase its public relations budget by about 30 percent and to concentrate on increasing awareness of the college in those areas where its visibility was relatively low.

Conclusion

The community impact study enabled Eastfield College to meet three of the college's eleven stated goals. These three were:

- To continuously assess the educational and cultural needs of the service community and Eastfield's students for the purpose of providing appropriate programs and services to address those needs
- To provide alternate learning opportunities consistent with student and community diversity

- To promote positive and productive relationships with the leadership of the business community and external agencies that will be consistent with the college's philosophy.

Responses from 76 percent of the participants indicated that Eastfield was meeting these goals "satisfactorily" or better, and 18 percent "didn't know." As an additional benefit, responses to the study enabled Eastfield to refine the planning assumptions for 1979–1980 related to educational programming, facilities, enrollment, and staffing in specific areas.

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Colleges can take certain steps to involve everyone in the development of a marketing plan.

College Strategies for Implementing a Marketing Program

Anne Mulder-Edmondson

When an entire college — the faculty, students, administration, and support staff — becomes involved in a new project, something is bound to happen. However, any preconceived notions of exactly what will result from such a project can be quickly discarded, even though clear goals and objectives for the project's outcome are understood, agreed upon, and even desired. What does emerge, however, can be exciting and unique to the institution — if certain strategies are incorporated in both the planning stages and the implementation of the program itself. This positive outcome can occur if it is agreed from the outset that all the parts are equal — that a secretary's input is just as important as the college president's, for instance, or that a student's opinion is as valid as a faculty member's. Operating in an atmosphere of trust is essential, and creating an environment where change can occur is mandatory. One of my colleagues likened the process we developed at Grand Rapids Junior College to taking 300 kangaroos for a walk on a leash. That image is both humorous and frightening — not to mention challenging and accurate.

This chapter, then, is the saga of one institution's catharsis in developing a marketing program. I use that word advisedly, for cathar-

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program,* no. 36.
San Francisco: Jossey-Bass, December 1981.

sis it was. Although we embarked on a neatly defined project, we were continually purging ourselves of all the distracting obstacles that constantly arose, such as the opinions of all those individuals who said a new concept would not work or the institutional barriers that prevented our trying a different approach. We challenged each other and the institution. We came out at the end of the project, however, with a changed view of each other and of the institution of which we were a part, with a renewed respect for what we could and could not accomplish, and with the nucleus of a marketing program that could work for us.

The overriding consensus was that a good marketing program could help us better plan our future as an institution.

Institutional Commitment

A new buzz word had hit the campus: *marketing*. Articles in higher education journals challenged the reader: "How are you marketing your institution?" Every conference held a session on the topic. At least three times a week the mail brought a slick brochure describing a workshop on how to cure the marketing ills of any institution. The barrage from the outside fanned the internal fire. Everything and anything that was wrong with the college pointed to a marketing malaise. Overcrowded classes, poor parking conditions, incorrect advertising, increased competition from other colleges, a higher dropout rate—all were symptoms of something far greater that could be cured only with a large dose of proper marketing—whatever that meant.

To meet the concern of the faculty and the administration about marketing issues, the college president charged two members of the administration staff with the explicit responsibility of developing a marketing plan for the college; these two staff members were the assistant to the president, whose primary function was administering certain phases of college development, and the assistant dean of student services, whose major responsibilities included admissions and student recruitment. Two additional administrators were assigned to work as needed on the project: the director of public relations and the college registrar, who also doubled as the director of institutional research and keeper of all statistical data on students matriculating at the college. The president's charge was simple: "Develop the strategies for a marketing plan and solve the problems." A simple directive—yes. A simple solution—no.

At this juncture, looking for new employment seemed more appealing than fulfilling the president's charge. The first question was where to start, and the second was whom to involve. Obviously, there was homework that needed to be done. Who had developed a marketing program at a community college? The articles in the journals were reread with fresh enthusiasm, and the slick brochures were hauled out of the circular files. Letters were sent to every community college in the state and to colleges that had been mentioned in publications. Responses began to come in. The marketing plans varied from elaborate billboard campaigns to intricate graphs, charts, and research data that had been compiled by earnest Ph.D. candidates. Some of the suggestions were good; some were outlandish. What was increasingly obvious was that what worked in one place might not work in another. Moreover, little if any of the literature discussed how to involve a total institution in marketing, and involvement of all segments of the college seemed essential.

A portion of the fall all-college in-service session was set aside for discussing the question of marketing the college. The president and assistant to the president first selected a group of faculty members and administrators, all of them individuals who had expressed an interest in marketing and who had good rapport with their peers. This initial group planned a three-hour workshop where some 240 full-time faculty and administrators were presented with the topic and were then divided into groups of twenty. Each of the groups was chaired by both a faculty member and an administrator, and each group addressed seven specific questions:

1. What is the college image—both internally and externally?
2. How do we currently recruit students?
3. What are our policies related to the retention of students?
4. What do you perceive as the short- and long-range goals of the college?
5. What are the markets we need to serve?
6. Where are our areas of concern?
7. What should the college consider changing, keeping, or discarding?

It was an ambitious undertaking with a tremendous amount of risk. Certainly, we did not expect any group to cover all seven questions. Some of the groups responded eagerly, and some used the time to vent their frustrations at the administration's policies or lack thereof. Nonetheless, several significant factors emerged. One, we discovered several areas within the college where marketing efforts (disguised under different names) were already underway, and some of these efforts were relatively successful. Two, we found that almost everyone was concerned about how we as a college meet the needs of our student body—even if it meant making changes in our methods of operation. Three, and perhaps most important, at the end of the workshop session, seventy-five faculty members *volunteered* to serve as members of an all-college marketing task force! The fun had just begun.

The Committee Structure

Seventy-five volunteers is a mixed blessing. To involve them in a series of meaningless meetings would have destroyed the enthusiasm that was beginning to build. Moreover, the thought of a committee-of-the-whole composed of seventy-five vocal faculty members was equally ludicrous, bordering, in fact, on the insane. A plan surfaced, however, that involved everyone and allowed the task force to operate in a relatively efficient manner.

First of all, out of the workshops, nine areas of concern had emerged. Each of these nine areas were important to a marketing plan and could easily become topics for subcommittee discussion and action. Each of the seventy-five volunteers could become working members of one of the nine subcommittees. Second, of the seventy-five volunteers, nine of them would be selected to serve as chairpersons of the subcommittees. Selected chairpersons would be assigned to subcommittee areas in which they had some expertise, and they would also serve as members of a central coordinating committee to be chaired by the assistant to the president and the assistant dean of student services. This procedure was adopted. In some instances, subcommittees were enlarged to include students and members of the college support staff.

The central coordinating committee met bimonthly; the subcommittees met as needed, depending on the goals of each group as defined by its members and by the central committee. Initially, the central committee formulated a brief questionnaire that was sent to the entire faculty and administrative staff, asking questions related to marketing issues:

1. a. What has your division attempted to do to recruit students (traditional, nontraditional—meaning those recruited other than through high schools, and minority?)
   b. What activities have been most successful? Why?
2. a. What is being done to retain students?
   b. What do you feel is most successful? Why?
3. a. What additional ways would you suggest to assist in student retention?
   b. Do you have specific suggestions for retaining minority and nontraditional students?
4. List activities that occur outside of the classroom that are sponsored by your division.

Some divisions responded as a group; others chose to have individuals respond. The responses were tabulated and given to the various subcommittees, forming the basis for their first meetings.

The nine subcommittees, the persons who chaired them, and the task for each of these groups are listed below. Let me emphasize, *the subcommittees developed out of expressed areas of concern; the chairpersons were selected based on either their areas of expertise or their faculty positions; each subcommittee helped to define its role and mission.*

Committee	**Task**
Campus Services	To review all campus services such as health services, job placement, academic support services; to compare these services to other colleges and to recommend areas for improvement.

Co-chairs: Vice-president of the faculty council and a counselor from the Educational Development Center

Cocurricular Activities	To accumulate, compile, and disseminate information on departmental extracurricular offerings, and to recommend areas for improvement.

Chairperson: A faculty member, well liked by both students and faculty, knowledgeable about cocurricular activities

Financial Aid	To review financial aid packages and to recommend methods of disseminating information to students and potential students.

Chairperson: Director of financial aids

Marketing Research	To assist the central and subcommittees in compiling and interpreting data, developing surveys, and so on.

Co-chairs: Registrar/Director of institutional research and the business department chairperson

High School Recruitment	To review old and new recruitment activities related to high school recruitment coordinated and conducted by the admissions office and to recommend areas for improvement, policies, and procedures.

Chairperson: Admissions counselor

Nontraditional Student Recruitment	To determine nontraditional markets; to determine how we currently served nontraditional students,

Committee	Task
Nontraditional Student Recruitment (continued)	to determine who they were, what methods of delivery we were using for this market, what was working, and what we needed to improve, and to recommend accordingly.
Chairperson:	Director of community services and continuing education
Minority Recruitment	To develop strategies for attracting more minorities to the college, to assess the way the college related to minority students, and to recom[illegible] to improve services for the minority [illegible] would assist in retention.
Chairperson:	Minority advisor from admissions office
Publications/Advertising	To review all college advertising and recruitment publications and to recommend revisions, delivery methods, and a time line for publications, as well as to recommend ways to improve the college's external image.
Chairperson:	Director of public relations
Retention	To focus on college-related reasons for student withdrawal and to make recommendations based on (1) a survey of students who dropped out before graduating and (2) an internal assessment of procedures used within various departments of the college to retain students; to gather the data and to recommend methods for initiating, improving, or sustaining retention activities.
Chairperson:	A faculty member serving as coordinator of the mentorship program, a support program for minority students

The Committees and the Task Force at Work

The subcommittees and the central task force committee had defined a large body of work; indeed, viewed in total, it seemed staggering. But, piece by piece, things began to fall together—because there was a plan for the planning. First of all, tight time lines were established. The total group had begun work in September. By January (the beginning of the second semester), an interim report would be given to the faculty and administrative staff. Committee work would continue during the second semester, and a final report with recommendations would be given to the total college the following fall. A year may seem a long time. It isn't.

Second, good intrarelationships between the subcommittees and the central committee had to be fostered and nurtured, not assumed. It is precisely at this point that the planning process could falter. For example, in our case the marketing research subcommittee found themselves besieged with requests for data and survey instruments. We had agreed early on that this marketing research subcommittee would handle all research questions, since we did not want the faculty or student body inundated with questionnaires from all nine groups. Moreover, hand tabulations of data left large margins for error, and we knew that we had limited access to the college computer services. Hence, the central committee was forced to prioritize and weed out requests and to determine how data would be compiled and used. This necessitated making decisions that created inconveniences for some subcommittees, but it generally benefited the whole. The central committee also had to take strong stands with the marketing research subcommittee about what data were necessary and vital to the other subcommittees' functions.

Third, intracollege communication had to be established. Without question, the informal network produced by having seventy-five individuals, representing all segments of the college, was a benefit. People were talking about the project; that was a positive first step. Formal lines of communication were also important. Update reports were sent regularly to the administrative staff, the faculty council, the instructional council, and the college forum—a group composed of administrators, faculty, and students. The student government was kept informed as well. Moreover, when the task force deemed it necessary, specific requests were made for information and assistance from these bodies. One such request stands out, in particular. Early in the planning process, several subcommittees complained that they felt they did not have a good understanding of institutional goals . . . indeed, they questioned if anyone at the college knew what those goals were. They felt that we could not market an institution if we did not know what we were marketing, to whom we were appealing, or if we were creating a plan congruent with the institution's goals—a justifiable concern, certainly. The task force requested that the college president meet with the total group to discuss long- and short-range goals from his perspective. This request was honored and resulted in a continuing administrative commitment to institutional planning.

In Retrospect

A checklist for developing strategies to involve a total college in the marketing process would certainly include the following:

1. Have a commitment from the top. This includes the allocation of personnel and dollars.
2. Do your homework. Someone out there may know more than you.
3. Involve all segments of the college—faculty, administrators, support staff, and students.
4. Be realistic about what you can accomplish, but don't be afraid to dream.
5. Expect problems.
6. Handle them.
7. Keep *everyone* informed of the progress.
8. Plan your planning—and, then, replan.
9. Keep your institution and the community it serves in mind. What makes you unique is paramount.
10. Work on building *trust.* You will find many good things already at work within your college, and you will discover areas that need improvement. Build on the good.
11. Establish time lines.
12. Keep to them.
13. Disband the group when the work is done.
14. Keep your sense of humor.

Approaching marketing in the manner I have described is time-consuming, frustrating, and occasionally counterproductive. But the benefits far outweigh the liabilities. For what emerges is consensus, and that can be a rare and precious commodity in today's educational setting. Faculty members can feel their opinions count. Administrators can view the faculty as helpmate rather than as adversary at the bargaining table. The marketing plan itself becomes secondary to the people and the process. And maybe that, after all, is what education is all about.

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Here is a primer for using the printed media in advancing your institutional marketing plan.

Marketing and the Printed Media: Getting the Promotional Job Done

Barbara A. W. Smith

With colleges openly competing for a dwindling number of eighteen-year-olds and scrambling to develop new consumers for their services, it was inevitable that they would turn to those wonderful folks who brought us all Un-Cola, Excedrin headaches, and Xerox copies. Education as a consumer good is a revolutionary concept for colleges, and it has been with trepidation that they are coming to terms with the use of the popular media—newspapers, radio, and television—for advertising, publicity, and promotion to make consumers (students) aware of their product (educational programs) and to create a demand for it. And while the success of Volkswagen, IBM, Avis, and other companies in marketing and promotion holds hope for colleges, the failure of Xerox to market their computers, of IBM to market their photocopiers, and of Ford to market the Edsel stand as grim reminders of the risks involved. Nevertheless, colleges are spending energy and money on market research, consumer identification, and promotion in hopes that students and the institution's programs can be brought together, ensuring institutional survival.

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program*, no. 36.
San Francisco: Jossey-Bass, December 1981.

Publicity, Advertising, and Promotion

Once the research is done, goals determined, the consumers segmented, and strategy outlined, you are ready to sell your school and its programs. Selling means publicity, advertising, and promotion, and the success of your marketing plan depends, among other things, on how well you work with these tools.

Publicity involves unpaid media coverage of the people, places, and activities on your campus. They must have news value if they are to gain that coverage. In turn, the coverage must help increase public awareness of and support for those people, places, and activities. Ideally, publicity efforts should be coordinated by an ongoing and efficient campus news bureau or information office.

On the other hand, *advertising* is paid coverage of institutional activities and personnel. How much is paid depends on the college and its marketing plan, but 1 percent of the annual institutional budget is not an unrealistic figure in these competitive times.

Advertising has undergone some major changes in the last few years and the stereotyped, derivative approaches simply don't work any more. It used to be that you studied the product and its features and then prepared a creative ad or ad campaign that communicated your strengths to consumers. With the thousands of advertising messages that the average consumer has to sort through, strategy has become more important than creativity; you must carve out a position for yourself in a marketplace glutted with others who are offering similar products and services.

Promotion, which is the sum of all your advertising and publicity efforts, is only the sales tool of marketing, and it can easily become a dangerous undertaking if it is not supported by advance planning and real institutional dedication to making the customer happy. There is a tendency in educational marketing to distort the role of promotion so that it becomes a Catch-22 proposition. If it works, it's because the product is wonderful; if it fails, the promotion was wrong. The media are *not* the most important influence on activating potential students; the media merely provide the best way to give out information on the college, its programs, and its services.

Using the Media

Whether you are located in Washington, D.C., or Tonkawa, Oklahoma (and I have worked with both), whether you have 1,000 students or 100,000, whether you have one campus or a dozen, the principles for using the media in marketing promotion are the same: (1) know your goals, (2) know the media, (3) know your competition, and (4) know what news is.

Know Your Goals. Almost every institution has an elaborate statement of mission and goals. The direction of marketing and of the college itself is determined by how key decision makers interpret the institutional mission, so start with visits and interviews with these key decision makers. Explore how they see your institution, and use that information to shape your approach to the media.

If national recognition as a research institution is the goal, you won't want to spend a lot of time or money on the *Podunk Gazette.* If courses by television are your claim to fame, you obviously will want to concentrate on television and perhaps on a major direct-mail campaign rather than on other traditional media. (Colleges in general could do a whole lot more than they are doing with direct-mail promotion.) You need to know what you want to say and whom you want to say it to, and that knowledge can only come from understanding your institutional goals.

Know Your Media. Each newspaper or radio or television station has its own personality, its own biases, its likes and dislikes. There is only one way to work effectively with the media outlets in your area (or nationally for that matter), and that is to get to know them. Read the papers; if you don't have time to read them daily, at least glance at them once a week. The same is true for radio and television—explore one station a week. Get out from behind your desk and meet the people who put the news together, who shape policy, who sell the ads. (I have always been amazed to find so many people in the promotion business who are awed to the point of shyness by "The Media.") It is hard for people to ignore someone they know and talk with regularly.

Conversely, it is important to let them get to know you as a credible and reliable source of news, information, and creative ideas. That means delivering a quality product whether it's a press release, promotional copy, information, advertising, or services.

During a routine dealing with one of our local papers, I learned that the editors were planning a recipe contest for readers and a special tabloid supplement to feature prize winners. I suggested they might want to use college facilities for the contest and to get help from our students in hospitality management and chef apprenticeship—all in exchange for free advertising and publicity for those programs. We had a standing-room-only crowd, and the success of that contact has grown into other projects. For example, we sponsored a Personal Finance Fair, which featured personalized sessions where members of our teaching staff gave financial tips to the confused and to those already able to budget costs—again in exchange for advertising and promotion.

A few words about press releases in general. Press releases are the mainstay of promotional and publicity work, which is understandable because they are relatively cheap to produce and because newspaper space is the most accessible medium there is. But remember, everyone is in the press release business these days; even our county sewer district has a full-time press agent! You might try other approaches, especially in metropolitan media markets. Personal telephone calls are good—but not at deadline time—and so are letters. I write personal letters suggesting upcoming events or survey results to those reporters and columnists who might be intrigued by an event or a story, and the response has been good. Letters and phone calls recognize the professionalism of the reporters involved and can help build a personal relationship with news personnel. Other tricks of the trade are to present editors with digests of news events and with feature summaries for consideration, or you can tie your campus's programs to national trends or events by presenting clippings from the national media that reflect ideas similar to those you are promoting.

If you do use press releases (and certainly they are important, especially to short-staffed local papers), write them right. An editor can receive up to 400 press releases daily, and the most consistent complaint I hear from editors is how badly written most of them are. One editor I worked with recently received a release from the public relations office of a major university famous nationwide for its school of journalism; the release was so filled with errors and violations of sound journalistic style that she returned the release along with a caustic note to the university.

Know Your Competition. If you are going to promote your college, you must know almost as much about other educational services in your area as you know about your own. Only then can you carve out a position for yourself in the educational marketplace.

Certain positioning strategies have become classic. There's the *against* positioning strategy, where you position yourself against the leader in your field. The Avis promotional campaign provides an excellent example. For thirteen years Avis lost money by trying to beat Hertz and become the "No. 1" car rental agency. Finally they admitted to being "No. 2," promoted themselves as holding that position, and have made money ever since. Volkswagen, on the other hand, used a market position that no one else wanted—promoting a car as *ugly* but reliable and enduring—and the company became successful. And there's the *alternative* position used by Seven-Up. Two out of three soft drinks in the United

States are cola drinks, so Seven-Up billed itself as the "Un-Cola" alternative.

There are lessons here for community colleges offering vocational training, alternatives to four-year education, and specialty programs; the promotional strategies are as near at hand as the campus library. Remember that, when you are competing, be brutally honest about your own position. Don't try to compete head-on with any strong, established leader; go around, under, or over, but never head-on. There is room in the educational marketplace for "No. 2" and for pride and distinction in providing an alternative.

Knowing your competition does not mean developing an adversary relationship in your promotions. Indeed, one of the potential problems in publicity and promotion is institutional chauvinism, that increasing narrowness of vision that can endanger your credibility with the media.

If I send out a release or solicit coverage on a program or class, I make sure that I also include the names of every school in our area that has a similar or related program. It saves the reporter's time in checking it out, it adds to my credibility, and, when we do have a unique program, we get better coverage. After all, anything that promotes education in a positive way is also advertisement for your instituiton.

Know What News Is. The principle is simple: Know what makes news in the eyes of your media sources (and there are pronounced differences in what makes news for each medium), and capitalize on it whether you are writing copy or issuing publicity. The execution of this principle, however, is difficult, especially when you are pressured to get faculty names or the dean's picture in the paper or to get bookings for the president on talk shows on a regular basis. All those faculty awards and administrative egos will turn metropolitan editors cold. There are appropriate channels for those items—in-house news, hometown papers, and professional trade papers—but do not use the major media for them.

Be alert, too, to the fact that news judgment changes. For years women's athletics were not newsworthy. The women's movement, Title IX, and an increasing number of superior women athletes who refuse to be ignored have changed this. For years we had trouble getting serious coverage for the National Junior College Athletics Association (NJCAA) Women's Basketball Tournament held on our campus. With changes in news judgment and a lot of persistence on our part, we can boast more than 5,500 inches of coverage for the five days of this year's tournament in our area media alone.

Just as news judgment changes, so do the kind of stories the media seeks. As special-interest magazines have asserted their dominance, newspapers have sought more feature material in order to compete. Your campus is an endless source of features to feed that market. And I don't mean features about campus personalities, but stories that perform a real public service — in other words, not stories on the marketing instructor but tips on marketing, not stories on adult education but on shortcuts to college credits for adults in a hurry, not on the psychology program but on how to recognize child abuse, and so on.

Then Create. Knowing these four principles also allows you to know what won't work. Sometimes the traditional media are not the best way to reach an audience. In Des Moines, Iowa, the community college used billboards to promote itself with good results. Sometimes creating your own publication, such as a magazine dedicated to alumni or a special audience, is better than using local media.

The only limits on effective promotion in marketing are the budget, your understanding of the media, and your imagination. Make your promotional work easier by keeping abreast of what is being done for promotion in other areas; adapt the best of these ideas to your own purposes. As an advertising executive once told me, "You have a moral obligation to keep a good idea in motion." Some of the best materials I have seen on marketing and promotion come from the Council for the Advancement and Support of Education (CASE), but there are other groups who issue informative and insightful newsletters and publications including the American Association of University Professors (AAUP), the Educational Press Association of America (EDPRESS), and others. Trade journals such as *Advertising Age* and *Communication Arts* are invaluable.

In conclusion, know your goals, know your media, know your competition, and know what news is, and you'll get the job done if you also throw in a little creativity. I know it sounds a bit like that old saw, "Keep your nose to the grindstone and your shoulder to the wheel," and it sure is hard to work in that position. But the secret is, there is no other position to work from.

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This chapter offers a practical example of how electronic media can carry college program information to the community.

Marketing and the Electronic Media

Robert H. Gaffner

Whether or not electronic media should be utilized by the community college in a promotional campaign must be determined through careful and thorough research and analysis. Indiscriminate use is not only unproductive but also very costly.

A number of questions can be answered through such research. First, what electronic media serve your area? Is there localized programming that caters to your specific audience, or does the programming attempt to cover too wide an audience for your specific needs? What audiences are served? What are the age brackets and income brackets? Are there ethnic stations? What share of the target audience that you are seeking do the media have? Answers to these questions are readily available for free from both radio and television stations. All stations subscribe to the services of independent survey companies that assemble and provide such information on a monthly basis. Examples of such independent survey firms include Arbitron, Mediastat, and Nielsen.

The following questions must also be answered through your research. How large a role will electronic media play in the overall campaign? Will they carry the major thrust or serve in a supporting role? What type of electronic media will be used? Radio? Television? Both? If

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both, in what ratio? What kinds of commercials should be developed—institutional, career-oriented, college transfer? What is available in the way of free public service time? What about utilization of the overlooked electronic media, such as telephones, automatic answering devices, slide and film productions, indoor/outdoor movie theaters, and business marquees?

The utilization of electronic media can be expensive. Ideally, one would like to have enough money for a year-round electronic media program; however, it is safe to assume that it will be some time before such monies will be available in higher education institutions. After all, the expenditure of college monies for electronic media is a relatively new venture. Couple that with the fact that many state legislatures take a jaundiced view of *any* advertising (let alone radio and television) by colleges, and then add to this the difficulty in measuring the success of radio and television advertising, and you can appreciate administrative reluctance to budget large amounts for electronic media programs. Unfortunately, there is truth in the advertising maxim that if you do not have a sufficient amount of money available to make an impact through repetitiveness, you had best divert your dollars to other areas or not spend them at all. It is essential that your message be told often enough so that it will be remembered by your target audience.

It may appear that utilizing the electronic media on a limited budget is essentially impossible. This is not true. It will certainly be difficult, but it is not impossible. Regardless of the size of your institution, whether you are rural or urban, multisystem or single, and whether or not you have monies for promotion, you can utilize the electronic media effectively. It requires imagination, innovation, and, most importantly, the utilization of your own in-house resources coupled with those "free" electronic media services that exist on the outside.

Public Service Programming

Most people have the impression that the broadcast media have an obligation to provide "free" public service programming in accordance with a mandate from the Federal Communications Commission (FCC). They do not. The FCC has never mandated that public service time be made available, but they have strongly encouraged the radio and television stations to do so. Now, with the most recent FCC rulings regarding radio stations (deregulation), they will no longer "strongly encourage." Television stations have not yet been deregulated, so the FCC's encouragement about public service programming still applies.

In vying for public service time, you must first identify what is available. For instance, a telephone and/or letter survey can be directed to the public service department of each radio and television station in your area. A better way, however, although it is more time-consuming, is through a personal visit with each public service director. Keep in mind during your visit that, in many of the smaller stations, the person handling the public service programming is also the news director, production manager, or general manager who has other responsibilities.

Aside from learning the answer to the obvious question—"Does the station, in fact, offer public service programming?"—you'll want to ask the following questions about public service announcements (PSAs) and public service talk shows:

Public Service Announcements (PSAs). Does the station offer PSAs and, if so, in what time lengths—ten, thirty, or sixty seconds? How often and at what time periods are the PSAs aired during the broadcast day? In what format does the station want to receive your information—as a timed written script or as a full news release that station personnel will edit? How far in advance does the station want to receive PSA information—one, two, or three weeks, or maybe one month?

Public Service Talk Shows. Does the station have any regularly scheduled guest interview shows? If so, are they scheduled daily, weekly, or monthly? During what time periods are they scheduled and on what day of the week? What time length are the shows—ten, fifteen, or thirty minutes? How far in advance does the public service director like to schedule appearances? What topics are they most interested in airing? How often do they want to be advised of potential interviews and in what manner—by a monthly newsletter, phone call, or news release?

In-House Production of PSAs. Another prime purpose of your visit with the public service director will be to learn how you can make your institution's information readily available to the station. Any technique or method that will assist the station in disseminating information will enhance your ability to secure public service time.

One of the best techniques in acquiring public service time is through in-house production. Many stations, especially the smaller ones, face the same staffing and budget constraints as your institution does. Often you will find that the public service director welcomes your efforts.

Some words of caution at this point. In order for this approach to be successful, you must first be absolutely confident that you have broadcast-quality production capabilities within your own institution. Poor quality audio and, especially, video tapes will not be used by the stations. Second, in choosing your subject matter, you must be as selective and discriminating as any station would be. Before you finalize a topic, visit with the public service director to learn whether or not what you are proposing is of interest. Third, and most important, if you are going to produce a public service interview program, find out if the station expects it to be exclusively theirs or if you can release it to other area stations. And fourth, never produce a public service interview – or for that matter any ten-, thirty- or sixty-second PSA – and send it out to all stations without checking with the public service director first. A public service director probably will not take the time to listen to an audio tape or look at a video tape that wasn't expected. It is very costly to you and your institution to have audio and video tapes thrown in the wastebasket simply because you didn't prepare the director for their arrival.

Unquestionably, a great deal of thought and effort is required to make public service programming work. But if you are persistent and patient, you will find that public service programming can prove to be a valuable link in maintaining and supplementing a year-round, consistent electronic media effort.

Obtaining Good News Coverage

When a good news feature story regarding one of our programs is broadcast on radio or television, we get the same reaction as when a good feature article appears in the newspaper. The response will be fifty times greater than for a paid commercial or print advertisement. The telephones will ring for a week plus. This is one of the reasons we extol the virtues of public service programming. The news feature has credibility – otherwise the station or newspaper would not have bothered doing the story. The problem, however, is that you cannot exercise any control over when an electronic news feature is going to be aired. Good, positive news coverage is even more difficult to come by than public service time.

Nonetheless, every effort should be made to tell your story via electronic news coverage. The techniques are exactly the same as those used to obtain public service time, including offering to provide your own "light" news feature audio and video clips. You will experience much more difficulty, however, in trying to get these clips aired than you will with PSAs.

Again, the basic problem in trying to use either public service programming or news feature coverage via the electronic media is that you have virtually no control over if, when, or in what edited version your coverage is going to appear – that is, unless you have produced and furnished the material to the station yourself and, as indicated, this is not always possible. Consequently, consider paid commercials.

Using Paid Promotion

Where do you begin? First, you must identify the major objective that you are attempting to attain. Is it to attract more potential students? If so, what kind—college transfers, career-oriented high school graduates, adults interested in continuing education? Or is it to build a new institutional image? It can be a long-range or a short-range goal; nonetheless, before you attempt to develop or buy electronic time, know where you are going. You should look, either internally or externally, for the services of opinion research, demographic studies, or a master-planning process that will guide and direct your efforts.

Second, after you have determined your major goals and objectives, you need to prepare an appropriate commercial or commercials. As a cost-saving measure on production, you should look again at what is available to you in-house; however, be absolutely certain that your capabilities are of broadcast quality. If you feel that you need to use outside assistance, by all means check with your local television stations to see what their production facilities might encompass. Even though they are in the television business, they may not have good production facilities for commercials. Be prepared to spend some dollars, depending upon how sophisticated you want your commercials to be. To produce a commercial within a television station will not be cheap because it will require the services of a producer as well as of several technicians. Depending upon your requirements, which could range from simple slides and dissolves to film and video tape with split-screen application, you can expect to spend from a minimum of $1,500 up to $6,000 per commercial. A lot will depend upon what you provide the station in advance, such as the script, slides, video tape, audio track, film, and so on.

Local production companies offer an alternative to a television station's facility. Such companies have the capability of doing everything for you—jingles, themes, the total package. The commercials will have professional polish, but be prepared at that point to spend roughly $10,000 plus for a single good commercial.

At St. Louis Community College, we were fortunate enough to have broadcast capabilities. Thus, we were able to produce six basic thirty-second commercials for less than $10,000 total. These commercials were also designed to run for a period of at least two years, thereby allowing us to prorate our investment over a longer period of time.

Some other cost-saving techniques were injected into the development of our commercials. First, we developed our commercials in such a way that the audio tracks double as radio commercials. Not only does this save having to produce separate radio commercials but it also allows for strong continuity in our overall promotional effort. A person may see and hear our commercial on the ten o'clock television news, then hear the same sound track the next morning on the way to work. This technique tends to reinforce the recruitment message in a short period of time.

Second, our research has shown that testimonial commercials, which use actual students, are the strongest and most believable. We identified a cross section of students who best represented the targeted audiences we were attempting to reach — in our case, the eighteen-year-old college transfer students, career-oriented adults, and middle-aged adults wishing to re-enter the job market. We found articulate representatives who did the commercials free.

A third cost-saving technique utilized by St. Louis Community College is that we have maintained the same overall recruitment theme, "You've Got a Good Reason to Be There," since 1976. To us, that's a long time and we're getting tired of hearing it, but the research indicates that the theme is only now beginning to penetrate the general metropolitan area. Even more important, the theme is being perceived positively. Thus, all of our electronic commercials are built around that theme.

Buying Media Time

Let us assume that you do know your major objectives and goals, you have a particular theme, you have produced your thirty-second commercials, and you have at least a minimal budget. Now, do you spend all your budget on television, radio, or both, and if both, in what ratio? If you decide just on television or on radio, will you spend your budget with one station, with two, or prorate it over all area stations? Don't forget, the electronic media is only a *component* of the media mix and you will want to allot monies to the other media, yet you must make the most effective impact upon your targeted audiences. We have found that a good ratio of overall promotional monies allotted to the electronic media is between 50 and 60 percent of the total budget. That, however, is based on our goals and objectives, which may differ from yours. Also, you will need to assess whether or not the electronic media in your area truly serve the audiences you are attempting to reach.

In general, when buying time remember that during the late spring and summer people are, for the most part, outside their homes; they are at the pool or working in their gardens, and they are not watching television. Also, these are the seasons when television airs reruns, and statistics show that most people are listening to the radio. This is not to suggest that no money should be expended on television at that time, but it does suggest where the emphasis ought to be. Television times during these seasons ought to be carefully selected; people will tune in the news year-round, for instance. Conversely, when fall arrives and the new television shows debut, the television audiences increases dramatically. Radio audiences, on the other hand, are fairly constant, particularly for prime-time programs. At St. Louis Community College, our ratio of expenditures for radio versus television during the summer is 60 to 40 percent, respectively. In the winter months, it is 40 to 60 percent.

Regardless of whether or not you are buying television or radio time, be selective in your buying. Even though it may cost a bit more, attempt to target your audience and run the commercial that best appeals to that audience. For example, we run our testimonial commercial of a middle-aged housewife who is reentering the job market during the soap opera hours on television. Local time for "Saturday Night Live" carries our testimonial commercial of a younger student, the businessman testimonial appears on the ten o'clock news, and so on.

For radio, we also attempt to be selective, but on occasion we will deviate from our regular audio track. If we know that a particular radio station appeals to a certain clientele, such as a particular ethnic, religious, or age group, we will provide a written script for the announcer to read. We ask the station to apply appropriate background music to the script that fits the station's format. But in all instances, even though we may deviate from our previously recorded testimonial messages, we add our slogan at the end.

There is one rule of thumb about the placement of commercials: You cannot go wrong with the news. So, when in doubt, place your media buys during the news.

Once you have determined that you are going to buy electronic time, be prepared for an onslaught of station sales representatives who "just want to sit down with you and assist you with budgeting your monies." Never share with a television or radio sales representative what your overall promotional budget is, let alone what you intend to spend electronically. These well-intentioned people can drive you crazy! As stated earlier, all stations subscribe to independent audience surveys; you have access to this data, so you alone should study this data and determine your media buy.

Finally, if you buy time on one radio station or television station, should you buy time on all of them? My experiences suggests that you should, but not in equal amounts. Remember that you will be seeking free public service time from all stations; don't expect a station to give you free time when you are not also buying time.

The Overlooked Electronic Media

There are certain types of electronic media that are often overlooked because they are much less dramatic than radio and television. Among these types are telephones, slide or film productions, movie theaters, and business marquees.

When you embark upon an electronic media campaign, or when you develop brochures, direct-mail pieces, and catalogues, you are encouraging potential students to call you. Thus, you need to prepare yourself to respond courteously and efficiently to these inquiries, and this must be done twenty-four hours a day, seven days a week, especially if you are in an urban area where employees' work shifts around the clock. You must be in a position to respond adequately to a person who sees your commercial during the weekend or at 4:00 A.M. The least you can do is install an automatic answering device that has message-retention capabilities. The cost for such devices may start at $500, but the investment is well worth the expenditure. Be sure that you respond to any messages within twenty-four hours.

An even better solution is to have the telephone answered by well-trained, courteous personnel whenever possible. At no time is it recommended that you use students to field telephone inquiries. There is no way that a student can be adequately trained to field the many questions that can and will be raised. Students can be used in visiting area high schools but not in the role as responders to the telephone inquiries.

Movie theaters, both outdoor and indoor, are another electronic medium often overlooked as an outlet for the thirty-second commercials you have produced. Currently, St. Louis Community College's six testimonial commercials are rotated monthly in the sixteen outdoor movie theaters serving the metropolitan area. The annual cost for this is $3,200. The only restriction we impose is that the commercials are never to be shown when an X-rated movie is shown.

Slide or film productions should not be overlooked as a part of electronic media. When produced well, these productions have a strong impact and are particularly valuable for presentation to student or civic groups. Such productions can enhance the use of your speakers bureau program as well as assist the counselors and advisors during their visits to the area high schools.

Finally, how often have you seen the electronic "reader" marquees atop banks and businesses along the highways? Most businesses are willing to provide a public service message for a worthy endeavor just for the asking. Don't overlook them. They could be just that final touch needed to round out a complete and successful electronic media campaign.

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Segmentation is a proper means of identifying groups in need in a community and of making each such segment aware of the specific services available to them.

Segmentation: Slicing the Urban Pie

William A. Keim

Last year I called a randomly selected computer marketing firm in Kansas City with what I thought was a very unanswerable question. "Can you tell me the names of those students who live within the Metropolitan Community Colleges district but who attend the first two years of college someplace else?" I asked.

"Just a moment," was the reply from an interested young man who returned shortly with the answer. "There are 5,880 such students who live in your district. Do you want their college addresses or their home mailing addresses?"

I was stunned. I had stumbled across one of the greatest potential summer-school student segments in my brief experience with marketing. We were learning what the word *segmentation* meant, and we capitalized on the lesson by sending a personalized letter to the home of each of these students, timed to arrive at the spring break. We assumed that most of these students would come home during the break and would read our letter describing the opportunities awaiting them during the short summer session at their low-cost, neighborhood community college. The letter encouraged them to check course transferability with their home-base college departments when they returned to finish out

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program*, no. 36.
San Francisco: Jossey-Bass, December 1981.

the spring term. We measured the effectiveness of our letter by means of a direct-response inquiry card that indicated interest and requested additional information. We received a phenomenal 14 percent direct, positive response to our letter, and our summer school enrollment increased by 24 percent. It was an example of useful segmentation, both to the student and to the institution, but was it ethical? Of course it was!

The community colleges within our district have ideal instructional services available to this homogeneous segment of our community, and the students in it had never before received direct information about these services. Most of these people in the segment are good hardworking students who would be classified as a prime core market by any community college. The Metropolitan Community Colleges had merely, through the process of segmentation, identified a specific clientele and had made direct contact with it.

Segmentation: The Process

Begin any conversation about community college marketing with the word *segmentation* and most educators will recoil, believing that it means that innocent potential students will be herded into platoons and bombarded unmercifully with the latest mind-numbing promotional techniques. The assumption that segmentation is a variation of the divide-and-conquer theme is one of the most persistent misunderstandings of the strategies involved in educational marketing. In truth, segmentation is a process whereby we can more efficiently disseminate specific information about our programs. Philip Kotler (1975), writing in his definitive book, *Marketing for Nonprofit Organizations,* describes segmentation in the following way:

> This step is called market segmentation and consists of dividing the market into fairly homogeneous parts where any part may conceivably be selected as a market target to be reached with a distinctive marketing mix (p. 99).

The step that Kotler describes is not an onerous one. It is simply a logical, cost-effective, and efficient way to explain an appropriate program of study to a selected group of people. For instance, if we were to announce that specific facilities had been designed to instruct handicapped students who were confined to wheelchairs in, say, photographic darkroom production, few would question the efforts to contact directly the thousands of such handicapped persons who live in any urban area. However, eyebrows are raised when this same principle of segmentation is applied to less dramatically definitive groups, such as the employees of business firms. Both examples are population segments that are definable and that require a distinct marketing mix.

Strategies Toward Marketing Segments

Kotler (1975) suggests, in his chapter on marketing structure analysis, that for nonprofit organizations three distinct marketing strategies should be studied: undifferentiated marketing, concentrated marketing, and differentiated marketing.

Undifferentiated marketing is, according to Kotler, "mass marketing" without regard to segmentation. This type of nonsegmentation gives information to the general public without regard for grouping people into poulations with specific needs. Undifferentiated marketing strategy manifests itself in an occasional ad in local newspapers or as a public service radio announcement about registration. In the past this approach has been typical of what community colleges have called "public information." In a sense, it was all we were required to do to meet our general obligations, to test our image, and to tell our clamoring public when it could register for our courses.

Concentrated marketing, on the other hand, divides the population into significant groups but concentrates only on one segment. In the past community colleges have treated graduating high school students in this manner. Close contacts between counseling staffs of the local service-area high schools and of the community college have produced a concentrated marketing segment. Some colleges might be surprised to know that they have been deeply involved in marketing practices for years, but most might also be compelled to recognize that, with the declining number of high school seniors to draw from, steps should be taken in the direction of differentiated marketing.

Differentiated marketing divides the population into groups based on specific needs and adapts the basic marketing strategy to match these needs. Differentiated marketing began to be explored, as community colleges discovered the inherent danger of dealing with but a single concentrated market — the danger that the single segment will begin to falter and diminish in terms of the number of potential students. When this phenomenon occurs in marketing, three options become available to the vigorous institution: (1) concentrate harder and seek a greater proportion of the single segment, (2) look for other legitimate segments in the greater urban market, or (3) implement both strategies within the human and financial resources of the college. I would submit that, of the three usable options open to any college, greater benefits will accrue to the institution that selects option three. Not only will enrollment increase but in the process the college will also, through necessary self-evaluation, become a better college.

A Practical Example of the Segmentation Process

In any urban or metropolitan area, there is a total population that makes up the economic, political, and social dimensions of the community. Each single citizen is a member of this matrix, belonging, in one way or another, to all three sociological divisions simultaneously. As educators concerned with the individual's personal growth, human relations skills, marketable job skills, and the responsibilities of citizenship, we face this mass of humanity with the confidence that comes from knowing that we can and do instruct in all of these areas.

In the Kansas City plan, we considered segmenting the population so that we could better contact identified groups with specific program information. At first glance the task seemed overwhelming. The questions arose: How do we slice this large population into segments so that we can contact each piece of the pie? What do these segments need if we do slice the pie? How does somebody decide who goes into what segment? What is a segment, anyway? Answers were not long in coming, for although we knew little about the theory of marketing, we did understand the mission and the genius of the community college. We knew from years of experience that the mission of the community college is to meet the needs of the various people served, and that our genius lies in our ability and flexibility to do just that.

We began our deliberations with a market analysis that was a community impact study. There was nothing new in that, except we hadn't done a good comprehensive one for several years. We used a slightly modified NCHEMS model for questioning students, citizens, high school teachers and counselors, and employers concerning their perceptions and preferences. As we pondered over the returns, one inescapable fact emerged from our three-month study. More people than we had ever imagined knew very little about our services and programs. We were surprised because we were sixty years old as a junior college district, operating four fairly visible colleges. We even had over 200,000 former students and alumni on our records. Somewhere along the line we had, as community colleges, faded a little into the urban wallpaper without really knowing it.

The effect of the impact study was not only helpful to our marketing plan but also proved to be the eventual answer to the perplexing problem of segment variables. As we puzzled over our sobering statistics and demographics, we came to the logical conclusion that we should thoroughly examine our product. The people of Kansas City had told us just enough to add the little edge of paranoia that can give an institution a good case of introspection. It was this introspection that was the magic catalyst in our task of defining segmentation.

Following the appointment of a district director of marketing, we formed a task force of interested faculty, staff, and administrators from all four colleges. We shared what information there was about nonprofit marketing, and some of us attended workshops on educational marketing practices. Our meetings and discussions led us to three basic questions, which we felt needed to be addressed if we were to segment effectively our urban market:

1. Who are the marketable clientele?
2. Can we deliver what they need?
3. Can we afford it?

We also learned from others and from ourselves that marketing was not just advertising. We learned that marketing was a total system, and we learned that the system had everything to do with our product, or, to put it in our own inexperienced words, with *how well we were doing our job.* Our marketing plan would become a tool for discovery.

Finding the Segments. Once we had completed our external assessment, our next step was to do an internal study of our programs and student characteristics. We completed the internal audit with one basic question firmly in our minds: If we could identify what teaching we did best, would this not lead us to the identification of specific categories or segments of students? It did. We assembled a preliminary list of twelve groups of students who had benefited from our successful offerings. As amateurs we made some mistakes, but our groupings did seem to follow the pattern of individual student objectives, which mostly coincided with the college objectives of providing personal development, human relations, marketable skills, and an understanding of citizenship to the widely diverse student body. The list included business employees, high school students, senior citizens, government workers, veterans, displaced homemakers, the handicapped, disadvantaged, unemployed, adults facing career changes, military personnel, and, curiously enough, parents of high school students. We now had at least the beginnings of a segmentation pattern with which to work. We examined each potential segment, addressing each with these important questions:

1. Do we already have in place the appropriate facilities, faculty, and curriculum needed for this segment?
2. Do we have the means to contact this segment with specific information?

3. Do we have the financial resources needed?
4. Can we deliver what we promise?

These questions were important to our institutions because we had gone, and were going, through the familiar financial and retrenchment crisis that had cast a shadow over higher education in the late seventies. It would have been tantamount to institutional suicide to have segmented our population into random groups requiring sophisticated and expensive equipment for programs that were not then in place. We only needed to unlock our own students and successful programs to gain direct access to usable segments.

Business Employees: Model Segment. Our analysis of the business firms served by the four colleges of our district from 1975 to 1978 led to the development of a model for us in segmenting our metropolitan area.

We discovered that, during the three-year period under study, we had offered over 490 courses, training seminars, and activities to 372 firms. Further analysis revealed that we did most of this instruction in the field of midmanagement, business and secretarial sciences, and in human relationship programs. A surprising amount of personal development training also showed up in the analysis. We had apparently met distinct needs and had encountered distinct perceptions on the part of employers and employees in our work with the firms of our urban area.

Our next concern was one of cost effectiveness. It was evident to us that, in order to survive, we needed a certain number of students in a classroom to pay the bills. The fiscal logistics that were involved led us into an unfamiliar arena in developing a possible expanded program of employee education. Where were the firms, and how were we to know how many employees were involved? Our random sample from our external impact study was of some help, but it did not give us information on all the firms and employees, which we needed for segmentation. We need not have worried, the computerized society came to our rescue through a directory-lease service, which is available in most urban areas of the world.

This service provided us with a complete list of firms, businesses, agencies, and associations. Through the directory we could find a firm by address, name of the firm, key contact person, standard industrial classification number (SIC), zip code, and, most importantly, by the number of employees hired by the firm. The service also provided a standard magnetic tape, which allowed our computer to pull information from the directory according to the programs that we applied. Mailing labels could be obtained by zip code areas, industrial classification (which told us what a particular industry produced), or by the number of working employees.

Studying the directory was a revelation to us. We were to discover that, of the 18,140 listings of firms in our district, only 3,743 hired more than ten people. As a matter of fact, further study showed that only 1,757 of these firms hired more than twenty-five employees. It was a graphic lesson in size and was a direct reaffirmation of the fact that we are, in truth, a nation of small enterprises. By eliminating over 14,000 firms because the number of their employees did not warrant immediate contact, we did, however, reduce the size of our segment to a workable number. Small businesses were put on the back burner until we could perfect our employee segment within a manageable, cost-effective framework.

Reviewing the three-year report revealed the firms with whom we had done business in the past. This permitted two distinct approaches: recontact and new contact, each requiring a different perspective of selling. Our task-force's four questions were answered in the affirmative: (1) we have everything in place, (2) we have a means to contact, (3) it will not be expensive, and (4) we can most certainly deliver.

The rest was simple. We divided the pie by zip codes and the appropriate programs by college, and each college president assumed the responsibility for making contact with the key personnel of the firms on his or her list. Brochures and materials were designed and produced with information specifically for the employer. These brochures, describing specific services available for the employee, were used in conjunction with the personal contact. The entire project, as a result of segmentation, is still a successful ongoing recruitment effort; we have plans to expand to consortia of smaller businesses so that employees who are seeking identical instruction can be put into cost-effective groups.

Employers these days are well aware of the economic value to them of a well-adjusted, highly trained, knowledgeable employee. H. L. Hodgkinson (1981), in a speech before the American Association of Higher Education, noted that many large corporations are, in fact, moving their employees toward "quality of life" educational programs in order to increase productivity. And employee unions are now negotiating for educational benefits for their members. All of these facts make a segmented market that addresses the distinct needs of employers and employees a winning combination for the community college.

Segmentation: The Tool to Discovery

Segmenting, as a basic principle of marketing, can turn out to be an exciting approach to total institutional assessment. In order for a community college to make segmentation work it will be inexorably drawn into discovering systematically what it does well. Unintentionally perhaps, it will also decide what it no longer does very well. Be prepared for this spinoff from a marketing system.

In community colleges, coming as we do from the golden decades of burgeoning enrollment and seemingly limitless development, we have understandably created small clusters of wax museums within our walls. These few cloistered museums contain the residue of faltering and overstaffed programs, institutionally protected bureaucracies, anachronistic services, and ineffective faculty. Marketing as an adopted and often misunderstood process has generated, quite unexpectedly, a windfall opportunity to pause and reform ourselves, our missions, and the overlooked opportunities to better serve our communities. The college that is vigorous, brave, and creative will use this marketing opportunity as a time of renaissance.

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Marketing an afternoon program in San Diego proves successful.

Marketing the Afternoon Program

Wallace F. Cohen
Jeanne Atherton

After spending his first week on a community college campus, a new employee remarked that the school must have been patterned after society in Latin America. Everyone, he said, came to work early and kept very busy until after lunch, then took a long afternoon siesta, and finished up their chores in the early evening. While his observation of the work patterns of the faculty and students was accurate, the reasons for these patterns are found elsewhere, and they have been a source of frustration to persons concerned with maximizing the utilization of instructional facilities and with the scheduling of classes in the afternoon and early evening hours.

Typical community college class scheduling has developed in response to a variety of stimuli and needs. Full-time day students have preferred morning classes in order to keep afternoons as free as possible for part-time work or for recreation. Classes or activities needing long blocks of time, such as laboratory sessions, band and athletics practice, and dramatics, have been scheduled during the afternoon to avoid conflict with the bulk of the instructional program, but they have used a relatively small part of the school plant.

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program*, no. 36. San Francisco: Jossey-Bass, December 1981.

An additional factor in the morning/evening scheduling pattern has been the preference of most regular faculty members for morning classes to accommodate part-time students and adjunct faculty.

The effect of this kind of scheduling has been to concentrate large numbers of students and staff on campus during relatively short periods of time. During morning hours parking lots are full, counselors' appointment books are crowded, classes are large, and library and food service facilities are busy. By midafternoon all this has changed, and the underutilization of all these facilities is evident. Although central heating and cooling systems continue to run at or near capacity in order to service administrative offices and the few labs and classrooms that are in session, a major portion of the plant is idle.

Meanwhile, nontraditional students — such as the housewife whose children are in school afternoons, the elderly who prefer afternoon activities, and the third-shift workers who sleep mornings — find little or no choice in class offerings at times most convenient to them. The result is that facilities are underutilized and potential students unserved.

The San Diego Mesa College Problem

In the spring of 1979 a small group of faculty, counselors, and administrators met to discuss this problem at San Diego Mesa College. Enrollment of its traditional clientele, which had grown steadily since the opening of the campus in 1964, was leveling off and, according to all national and state projections, would probably decline in the next few years.

Concern was expressed for the future of regular faculty who had traditionally taught in the day program but whose full loads appeared to be jeopardized by the potential decline of Mesa's enrollment. Two relatively new factors appeared likely to exacerbate the problem even further. First, the nearby state college had decided to give priority enrollment to entering freshmen. This meant that students who previously enrolled at Mesa because of their inability to get a full class schedule at State would probably no longer attend the community college.

Second, there was a growing number of proprietary schools, some academic but most occupational, in the San Diego area. Real estate, travel, electronics, computer programming and repair, business — all were, for a price, offering students the opportunity to learn a skill and get into the labor market quickly.

After much discussion, the group decided to make a special effort to strengthen the retention of students in traditional academic and vocational offerings and to provide greater opportunities for potential nontraditional enrollees. The idea of Mesa's Afternoon Curriculum (MAC) was born.

The Birth of the MAC Pilot

MAC was to be divided into five six-week sessions beginning in September and ending in May. A three-unit lecture course would run four afternoons a week (Monday through Thursday) for two hours each day. Classes were to be scheduled from 1:00 to 3:00 and 3:00 to 5:00 P.M. when facilities were readily available. Students enrolled in MAC could earn six units in six weeks, and thirty units in the five sessions.

Careful consideration was given to MAC's attractiveness to students, since their reluctance to enroll in afternoon classes was a part of the dilemma that the MAC pilot was designed to solve. Attractive elements of the program for the students included the opportunity to carry a full load of classes by enrolling in only two courses at a time, having long weekends with the absence of Friday classes, and being able to attend in consecutive or alternate six-week modules, as best fitted their needs.

Additionally, course offerings would be designed to meet general education requirements required courses for five major fields (the mathematics, psychology, real-estate broker, English, and social science fields), as well as the elective course needs of students.

The benefits to the college from MAC appeared to be no less impressive. These included attracting new students, increasing facility utilization, increasing retention of currently enrolled students, providing a full program of course offerings for students unable to attend the college during morning or evening hours, and providing additional teaching opportunities both for potentially underemployed full-time staff and for new minority teaching candidates, at least on a part-time basis.

Initial Planning Efforts

If MAC was to work, cooperation from faculty and counselors was crucial. Although some concern was expressed by a few faculty members that MAC would compete with the regular college program or would offer only a watered-down curriculum, there was surprisingly little opposition.

Department chairpersons, counselors, and instructional deans worked together to plan the courses. It was important, the group felt, to prepare a schedule that would show the entire five-session program (September through May). Realistically, however, some options had to be left for scheduling fewer, or more, or different courses depending upon demand. It was decided to devise an initial schedule that would show students the proposed offerings for all five sessions but that would ask them to enroll in only the first two (which corresponded roughly to the fall semester). A second master schedule was to appear in January, listing all courses in the third through fifth sessions. Minischedules would be distributed to remind students of the beginning of each six-week offering.

The logistics of starting the MAC program provided many challenges, particularly in a multicollege district with support systems designed primarily to handle semester-length courses. Developing procedures to handle veterans' and Extended Opportunity Programs and Services (EOPS) benefits for short-term college classes proved no less baffling than training admissions personnel to field hundreds of questions about the program.

First priority for teaching in the program was given to Mesa instructors who needed an additional assignment to fill out their load. A number of faculty members who were well known to Mesa students and who had drawing power were given the opportunity to teach on an hourly overload basis, and minority teaching candidates were actively recruited for the program.

The planning committee knew that if the MAC pilot was to succeed, it would be necessary initially to conduct small classes. If MAC were to gain a reputation for cancelling classes, the program would be doomed. The college president and deans of instruction agreed that, until the program was established, classes with at least ten students would hold.

Marketing MAC

A dean, a public information officer, and a graphic artist were assigned the primary responsibility for getting the word out about MAC. Free public service announcements were spread throughout the community. Radio, television, newspapers, and even the scoreboard at San Diego Stadium shouted the praises of MAC. "Earn six units in six weeks" became the theme.

During the regular enrollment process for semester classes, volunteers with brilliant yellow signs and MAC visors and buttons urged students who could not get into a regular semester class to try MAC. Brightly colored MAC schedules, posters, and bookmarks were distributed to stores, banks, fast-food restaurants, and even the state college's business division, which was happy to redirect its lower-division students.

The most frivolous (yet one of the most effective) advertising tools were the Burma Shave-type signs that greeted students as they entered the campus from the parking lots. These signs spelled out, in rhyme, the virtues of attending MAC. For each poem, there were four signs positioned on poles about fifty feet apart. The verses were changed before the start of each session. One such sequence read:

Spend long weekends at the beach
And mornings in the sack.
Take six units in six weeks.
Enroll today in MAC.

The counselors proved to be an effective marketing force. They would recommend MAC to students who had dropped classes in the regular program. They took MAC schedules with them when they spoke to community groups, high school students, and senior citizens.

All marketing efforts directed toward younger San Diegans stressed the MAC fringe benefits, which included three-day weekends from school, long Christmas and Easter vacations, and the fact that regular parking fees were waived for MAC students.

Results and Evaluation of MAC

The results of the first year of the MAC program were impressive. One hundred ten sections of classes were held in the five six-week sessions, with a total enrollment of approximately 3,000 students.

Students and faculty participating in MAC responded to questionnaires designed to elicit evaluative and demographic data. The information gained helped to determine the efficacy of continuing the program. When asked the question, "Why did you enroll in MAC?" students' responses included: (1) to take general education courses, (2) to accommodate work schedules, (3) to retain full-time status, (4) to transfer credit toward their majors at other institutions, and (5) to study in six-week modules. Other major findings included:

- 81 percent of the students were under thirty years of age
- 99 percent said MAC should be continued; 82 percent planned to take MAC in the fall of 1980
- 92 percent of MAC students rated its courses very good to excellent and reported the quality of courses was equal to the quality of regular semester classes
- Many of the students who were "MAC only" attended other area colleges or proprietary schools concurrently

- 18 percent of the faculty assigned to MAC taught classes in the program as part of their load; 32 percent were regular instructors who taught MAC as an overload
- 44.2 percent of the MAC faculty were female; 22 percent were minorities
- Room utilization increased from 50 percent of the available capacity to over 76 percent.

A Successful Marketing Program

The Mesa College experience illustrates how a total marketing effort can be used to assist in the identification and solution of a serious institutional problem. It points out how crucial it is that, before a school implements a time-consuming "solution," the school does in fact carefully identify the problem and analyze alternatives for dealing with that problem.

Research, development, implementation, and evaluation were all a part of the marketing process for MAC, and the success of the program can be attributed to careful attention to each of these elements.

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Institutional well being requires mutually beneficial and cooperative approaches to marketing between community colleges and universities.

The University Connection: Symbiosis Through Marketing

Edwin R. Bailey

When the enrollment decline hit higher education during the seventies, it was apparent to the more discerning academicians that institutional survival was the critical issue. Those institutions of higher education that showed indifference to the early warning signs ended up having to make drastic reductions in faculties and programs to cope with the problem. After this initial shock wave of reductionism had passed, community college administrators began to search for more effective mechanisms with which to stem the ebbing tide of students.

A Rationale for Cooperation

The concern over declining enrollments penetrates to the very essence of an institution's existence. Robert Young (1977) refers to it as "the identity crisis of the community college" and poses two models — the first one elitist and second egalitarian — as dialectic extremes. Similarly, Kenneth Woodbury (1977) asks whether the mission of the community college should be modified. In a somewhat different vein, William Vincent (1979) asks the related question, "Can community colleges adapt to hard times?" He makes the point that "those institutions least

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program*, no. 36.
San Francisco: Jossey-Bass, December 1981.

reliant on the exponential growth figures of the past should be best able to adjust to the future" (p. 48).

Universities have faced difficult decisions, especially with regard to undergraduate programs. Their growing dependence on community colleges as the suppliers of upper-level students has intensified the need for universities to foster symbiotic relationships with community colleges—relationships that can be vital to both types of institutions.

A sufficient number of models currently exists to facilitate the development of a community college/university cooperative marketing endeavor. The consortium movement is well established in higher education, and it could bring the total marketing efforts of universities and community colleges under a more cost-efficient umbrella organization. Beverly Watkins (1979) states that "cooperation is replacing competition between the academic institutions and the associations that provide continuing education for professionals" (p. 6). The particular strengths that institutions agree to share represent the key to the successful replacement of competition with cooperation.

William Keim (1979) contends that the management model developed in 1978 by the Higher Education Management Institute can be easily adapted to a marketing model. The concept of dividing a program into such phases as introduction, needs assessment, planning, implementation, and evaluation is clearly defined, and, according to Keim, regional centers are being established to assist and acquaint colleges and universities with this model.

The value of cooperation is placed in its proper perspective by John Centra (1979), who states:

> Cooperative arrangements and mergers among other institutions will be increasingly attractive. Some institutions will reduce in size and consolidate their strengths. Size and growth will no longer be the hallmarks of progress that have typified higher education. One beneficial outcome is that more institutions will have the opportunity to concentrate on the quality of education they provide for their students [p. 62].

Capitalizing on Differences

The "track record" of the community college has been one of rapid adaptation to change, while the university traditionally has been slower to change. This variation in the rate of change might appear to be a source of conflict in cooperative marketing, but it is equally likely that this difference may work to the advantage of both types of institutions.

As an institution designed to be attuned to community needs, the community college benefits most immediately and positively from accommodation. Trial and adjustment are the basic modes of operation for the community-based institution because it serves as the crucible for testing many new ideas in higher education. Indeed, community colleges would be considered remiss if they did not remain flexible and experimental. Such is not the case for universities, especially the public institutions funded largely with state monies. The public university profits from the sorting-out processes indigenous to the community college; when a university proposes a change, it can present a stronger case by referring to the experience of the more risk-oriented two-year colleges, which have had the flexibility of trying new programs. Both types of institutions thus achieve appropriate gains as a result of their inherent differences in adaptability.

Mutuality Through Marketing

A particular category of student is identified by William Neumann and David Riesman (1980) as the community college elite. They describe these students as "nontraditional students who follow an unconventional path to the independent senior institutions" (p. 53). Typically, these students are slightly older than the average community college student, are unhappy with their lives, and are unsophisticated about the nature and structure of higher education. In addition, they lack confidence in their ability to do college work and have often been less successful in their high school studies than most college-aspirant types. Many choose community colleges for the usual reasons—low tuition, accessibility, open admissions, and the convenience of class schedules.

The transition from a low self-concept regarding their college potential to an attitude of self-confidence and an awareness of their true capabilities appears to be the essence of their learning experiences in their respective community colleges. Once the transformation from "programmed for failure" to "hacking it" is complete, some of these individuals actually make the quantum leap toward becoming genuine, serious scholars. Many others continue their progressive growth patterns to the bachelor's and even to advanced degrees.

How should universities and community colleges work together in marketing for this nontraditional new student? Certainly, for both institutions, student-oriented concerns are vital. The university must provide these students with counseling that points toward the community colleges. The recognized and emphasized importance of teaching in community colleges makes them the perfect launching pads for this type of student.

By the same token, educators at community colleges can only measure the degree of their success in assisting individuals to achieve their previously unrealized potential by encouraging such students to strive toward a bachelor's degree or beyond. Community colleges and universities thus remain inextricably bound in a common educative endeavor. A shared concern for student development has long existed between community colleges and universities when athletes were involved. Why shouldn't this same linkage be developed for a significant group of students whose skills and talents will ultimately redound to the benefit of both institutions and society? The identification, preparation, and encouragement given those students will ultimately broaden the base of support for higher education.

The Research Function

There are a variety of academic units in universities that are in a position to provide specific research services for a cooperative marketing endeavor with community colleges. Schools or departments of business administration are continuously involved in the development of paradigms and models that may clarify, enhance, or refine current marketing practices for business or industry. Some of this research is adaptable to higher education, since, in a sense, colleges are also business enterprises. Colleges and universities do have a product to sell, albeit one that is somewhat less tangible than is generally associated with the business marketplace.

In order to apply to colleges the marketing research models originally designed for business, we must extrapolate from them the marketing concepts relevant for higher education. Business school researchers working with faculty from departments of higher education and with community college educators should be able to identify the modifications needed for these marketing models. One example of a pertinent difference would be that most business are *commodity* delivery systems, while educational institutions fall more logically into the category of *service* delivery systems. One commonality is that each system is dependent upon an adequate supply of consumers to maintain the viability of their organizations. Through this type of research analysis, higher education can learn much from business and economic theoreticians.

Other schools or departments in universities that could contribute to a cooperative marketing effort with community colleges might be departments of philosophy, sociology, history, political science, economics, and psychology. Schools of education frequently have departments of higher and/or adult education that are knowledgeable about the organization and structure of postsecondary institutions and whose members could serve as liaison personnel between community colleges and other university personnel. In addition, schools of education often house such units as bureaus of field research, which have established reputations in demographic and other field studies.

By no means should the previous suggestions be interpreted to mean that community colleges are devoid of similar resources. Much depends on the size and character of the community college (or the community college district of which it is a part). In the Kansas City area, the most capable demographers are located at nearby Johnson County (Kansas) Community College, and, unquestionably, the most effective college marketing personnel are in the Metropolitan Community College District (Kansas City, Missouri). Similar situations probably exist for many of the larger, more sophisticated community college districts across the nation. It is only logical that the smaller, more isolated community colleges would benefit more from a closer working relationship with cooperating universities. For both larger and smaller community college districts, however, universities do possess a pool of researchers and theoreticians whose skills could augment or blend with those already extant in the two-year college system. The secret in the development of a genuinely symbiotic relationship is to bring together the persons who can successfully turn such shared efforts to mutual advantage for all. Patrick Murphy (1980) identifies four research-related issues (in addition to a thorough understanding of the marketing research procedures to be used) that this group of specialists must consider. These concerns include (1) deciding who will actually carry out the research project; (2) determining the cost of marketing research; (3) recognizing that marketing research is only a tool to facilitate decision making; and (4) recognizing that a long-term approach to institutionalizing marketing into the college or university organization requires the establishment of a marketing information system.

In addition to the skills of faculty research specialists, there is a unique reservoir of research talent in universities. This reservoir consists of the advanced graduate students who are constantly seeking researchable topics for theses and dissertations. The phrase *contribution to knowledge,* which is the objective of all theses, is often translated to mean pure research, but the research need not be sterile or nonutilitarian. Higher education is certainly a worthy topic for analysis, and thus it should make a good dissertation topic as well.

Diane Zuckerman (1981), for instance, conducted doctoral research that formed the basis for her article on sex-role-related goals and attitudes of minority students attending college. The results of Zuckerman's study have particular relevance to the recruitment of minority students. When one considers the data cited by Lyman Glenny (1980), the importance of the information provided by Zuckerman becomes starkly apparent. Glenny indicates that, in 1978, black women had 500 children more per thousand population than did white women (2,034 to 1,519 children, respectively), and that women of Spanish origin had about 350 children more per thousand population than did white women (1,872 to 1,519 children). The significance of these birthrates is that the differences are increasing in magnitude. This fact suggests that the students available for entry into college in the future will be increasingly from minority populations. How this will affect higher education can be most constructively anticipated through well-articulated research programs.

We know, for instance, that many of these minority students come from urban centers or rural areas; they tend to be less well prepared academically than their white suburban cohorts. Consequently, more students will be entering college with a potential for failure that may be greater than that of today's students. In addition to the heightened need for instruction in remedial academic skills, there is likely to be more movement between programs as these students seek their levels of competence and areas of interest. The success records of remediation programs in higher education have, in general, been persistently weak. An improved accuracy in needs assessments, a more efficient evaluation of program effectiveness, and the development of consummate counseling skills are some of the adjustments that more minority students will necessitate on college campuses. Community colleges and universities will have to work together even more diligently in order to sort out their specialized functions in constructive and profitable ways.

Community college researchers and those of the cooperating university might divide their efforts based on the relationship between theory construction and an empirical analysis of the college marketplace. Richard Freeman (1975), provides an example of model construction on marketing research; his is a recursive adjustment model of demand for higher education. From their attempts to test the validity of his model, John Wish and William Hamilton (1980) write that "the results of our study suggest quite convincingly that Freeman's model for explaining college enrollments and graduate job markets could be effectively employed by university administrators and institutional researchers to help analyze the major determinants in college attendance" (p. 24). While Freeman's model is designed primarily for the four-year institution, it merits field testing by two-year colleges for its applicability to their special circumstances. The failure of universities and community colleges to combine their research skills in the development of appropriate means to achieve their institutional objectives may prove, in the long run, to be myopic and an excess of arrogance.

The Assessment Function

Perhaps the most intriguing outcome of the shared development of a marketing program is the impact that this form of symbiosis might have on institutional assessment. Universities will need to reassess their programs in which graduates have to be "sold" to community colleges. The continued assumption that community colleges welcome the new Ph.D.s with open arms is rank arrogance by university personnel. Programs designed to prepare professionals for community college roles must be planned with considerable input by educators from two-year institutions. Only through such cooperative planning is it possible to build the desired climate of mutuality.

In addition to the preparation of skilled community college instructors, counselors, and administrators, universities must strengthen their commitments to faculty development programs for community college personnel and, in fact, for their own personnel in need of reeducation. If higher education, with all its proclamations about its special strengths as a people-oriented enterprise, is to avoid its own transparent hypocrisy, then it must provide faculty members with the means for self-renewal. Through careful and thoughtful planning among institutions of higher education, two-year colleges, four-year colleges, and universities can clarify and promote their respective roles in the critical area of faculty development. In particular, it behooves the university to avoid the temptation of arrogance. Too few university educators recognize that community colleges are not singularly in the business of preparing transfer students but, rather, that the bulk of students at two-year institutions are in a wide variety of programs, most of which are one year or two years in duration or are community-based. The mistaken belief that community colleges are still "junior" colleges or merely university preparatory schools lingers as an egocentric myth among university personnel. It must be dispelled if genuinely cooperative marketing relationships are to become a reality.

Conclusion

With their strong focus on the academic disciplines, especially in terms of research, universities have a significant contribution to make in the creation and dissemination of facts, data, and theory construction.

When it comes to service structures and instructional processes, however, the university must strive to learn from the community college. In other words, different types of institutions of higher education must recognize that they can combine profitably their strengths and can work together to overcome their common problems. This initial recognition of mutuality is essential to the planning, implementation, and evaluation of the means of growth and progress in the shared space occupied by community colleges and universities alike.

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Marketing is defined as a systematic game that may provide student development specialists an opportunity to anticipate and respond to the changing needs and interests of the community and its student population.

Marketing and Its Effects on Student Development Activities

Don G. Creamer
E. G. Akins

Marketing higher education is a frequently used strategy to combat dwindling resources and declining enrollments. Particularly in the community college, which by definition is committed to serving community needs, marketing seems an inevitable administrative responsibility. Little has been done, however, to explore the intended and unintended impact of marketing on specific areas such as student affairs.

Marketing invites change (Keim, 1979). Although this may be manifested most obviously in a change in the characteristics of students, the impact will also reverberate through changes in instructional programs and services to changes in faculty attitudes and behavior, and it will result finally in fundamental changes in the missions of specific institutions and in the very nature of higher education. In many cases, these changes may be unintentional or unanticipated, particularly if the marketing effort is undertaken without consideration of the values and goals operating in the specific educational setting. However, when marketing is part of a systematic plan, it may provide an exciting opportunity for educators to anticipate and respond to the changing needs and interests of student populations and their professional priorities.

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program,* no. 36.
San Francisco: Jossey-Bass, December 1981

Marketing suggests that changes in community college student development activities are probably inevitable. Given this view, we must explore the intended and unintended consequences of marketing and the possible dangers of these consequences to student development activities. We will also suggest strategies for dealing with these problems.

Expected Outcomes of Marketing

It generally is assumed that marketing will have at least two outcomes: (1) the student population will change, and (2) a vast array of new services and programs will be required.

New Populations. Marketing strategies are expected to attract a student population that differs fundamentally from the traditional one. Enrollments of adults, minorities, vocationally oriented, part-time, and underprepared students are expected to increase. While many of these students will bring to the educational environment traditional values, attitudes, and skills, many will not.

New Services and Programs. Faced with growing enrollments of nontraditional students, colleges are expected to respond by continuing the trend toward comprehensiveness in an effort to serve any need that has a paying constituency. Redesign of curriculum offerings and an expansion of learning options seem inevitable, as does the creation of a "whole new array of student support activities" (Kachenberg, 1972, p. 377).

Problems Stemming from Marketing

The two generalized outcomes of marketing translate into several potential hazards for student development educators. Although the problems are highly interactive, they will be discussed separately to highlight their implications for student development programming.

The "Enroll-Them-First-Then-Decide-If-It-Was-a-Good Idea" Syndrome. As much as they may try, few colleges can be all things to all people. Community colleges are perhaps best characterized by their amazing diversity. What one college does well, another may not do at all.

Marketing, on the other hand, is sometimes taken to imply an isolated concern for increasing enrollment, with little concern for the "fit" between the needs and skills of the student and the opportunities available at the college. When information is glamorized or manipulated (without regard for accuracy) in order to appeal to an audience, students are likely to enroll with unrealistic or unfounded expectations of what a college can do for them. And student development specialists are likely to be held responsible for ameliorating this problem. Special strain may be placed on assessment, advising, and planning efforts when these must be directed toward a population often unaccustomed to systematic planning. In addition, all of these efforts require an investment of student time—a commodity often in short supply for new students whose prime responsibilities usually lie outside of the college environment. This problem classically leads to either "cooling out" students or helping them adjust their aspirations to fit what the college has to offer.

The Pressure of "Cooling In" Students." Snyder (1972) describes the process of "cooling in" as occurring when faculty and staff go to unusual lengths to keep students enrolled, even at the risk of lowering academic standards. The temptation is easy to understand. "We worked hard to get these students; now let's work harder to keep them." This appears to be a laudable goal. Under the surface lurks the dilemma: "What is the purpose of higher education? Has it changed just because marketing strategies have introduced a new student population?" For teaching faculty, this problem may be manifested in pressure to require little written work or little reading even in survey courses, to give "incompletes" rather than F's when required work is not done on time, and to move toward nonpunitive grading options. For student personnel professionals, this may suggest that they advise underprepared students to enroll only in "easy" courses and majors, that they create a "holding area" of courses designed to segregate underprepared students from regular students, and that they discourage transfers to other institutions. Pressures may be exerted to offer special services or programs to match every identified need within any group of students with distinguishing characteristics. Such targeted responses to nondiscrete needs not only may serve to fragment the efforts of professional resources but may also serve to obfuscate the primary purposes of the institution.

The Focus on Recruitment of Students. When marketing for enrollment becomes a dominant pressure, student development professionals may be seen exclusively as a manpower pool standing ready to be reformed into an army of recruiters, led by the director of marketing. Recruitment, an obvious part of an overall marketing plan, is not an unholy activity. Student development specialists clearly share the obligation with others to carry out a recruitment plan; however, unless care is exercised, an essential part of student services—the fostering of *development* in students—may be sacrificed. In such a scenario, student development specialists may become managers of student enrollment rather than counselors or teachers of students after they have enrolled.

Promises, Promises, Promises. Marketing strategies by their nature promise to meet the needs identified in a target population. Under the best circumstances, these promises are composed of accurate information about the college, including what it can and cannot do realistically and who is likely or unlikely to benefit from the college programs. Although it is patently unethical to distribute inaccurate information about a college or to recruit students who cannot benefit from the college offerings, it is possible that even the best-intended marketing program will mislead potential students. For example, assurances of upward mobility, job advancement, and job placement are no longer automatic by-products of a college degree, particularly in the paraprofessional areas for which community colleges offer certificates. Similarly, promises of academic credit for job experiences or guarantees of financial support cannot be fulfilled without careful scrutiny of each individual case.

With the new diversity in students goes a new diversity in realistic expectations for their future. Student development professionals must face this problem aggressively through career-planning activities. The students' own problems in setting goals may be accentuated if the students hold unrealistic expectations of what the college can do for them. Moreover, if the students' goals are not really their own, but rather are fabricated from the promises of a recruiter, student development specialists must start from ground zero—that is, by helping those who may be non-goal-directed persons to set some goals commensurate with college capabilities.

Promises may also be made to underprepared students that they can succeed in college even though their skills are not adequate for dealing with college-level work in a particular setting. Although most community colleges have programs that help students who enter with academic deficiencies, these programs cannot possibly salvage students whose skills are dramatically inappropriate. While claims frequently are made that underprepared students will benefit from college in other ways, such as growth in social maturity or openness to new ideas, the unavoidable truth is that cognitive growth usually precedes developmental growth (Kohlberg and Mayer, 1972). In other words, it is exceedingly difficult to promote most forms of development in students who, for whatever reason, are unsuccessful in academic work. Student development specialists are likely to bear the responsibility of working with bitter and disappointed students who have discovered the chasm between recruiting promises and everyday reality.

Displacement of Educational Values. Few would deny that education has grown to be big business; however, when the traditional values of a faculty-dominated enterprise are nudged aside to be replaced with the values of a manager-dominated enterprise, a fundamental clash is in the offing. Current marketing strategies may lead to the creation of a value system that promotes education as a product to be sold and students as militant consumers whose buying whims must be catered to. Such a de-emphasis on traditional purposes of higher education may lead to contradictory goals and a diffusion of effort and effect.

Money Shortage. Although possibly trite, it is true that money going for marketing is not going elsewhere. Money spent on bringing in new students cannot be spent to improve the quality in counseling, teaching, and research. The bottom line is that student development financial resources, already in many instances at the bottom of the heap, may be further depleted by marketing strategies. And expensive marketing strategies do not guarantee increased enrollment, especially after the initial thrust is over.

Resistance to Change. Neither people nor their institutions change easily. One of the more common reasons that people resist change is that they are not involved in the planning for change. Thus, they lack awareness of the reasons for change, lack commitment to the change, and lack a willingness to work to accomplish the change. If one segment of the organization is engaged in planned efforts to initiate change, such as through recruiting new and different students from those presently enrolled, while other segments are engaged in business as usual, such as offering the same programs in the same ways directed to the same people, a fundamental form of resistance to change is in the offing. The latter group may understandably react by acting out (if not actually proclaiming), "I did not create the problem and I do not know how to solve it."

An even more deep-seated reason for resisting change is unpreparedness, or a lack of ability. Just because new needs are identified in a potential market is no guarantee that the college professionals know how to deal with it. Consequently, it does little good, and possibly considerable harm, to lure certain new populations to enroll when there is no capacity to deal with them after enrollment.

Strategies for Addressing Marketing Problems

On casual examination, the problems stemming from marketing seem so overwhelming as to condemn the entire process. Yet most of the problems can be prevented by systematic planning based on solid knowledge derived from experience, theory, models, and research. This section suggests an eight-point strategy for addressing the effects of marketing on student development activities.

Step One: Understand Marketing. Explore what marketing is and what it is not. The word *marketing* actually seems misplaced in education because of its association with business; the word conjures up images of glossy advertising campaigns or public relations gimmicks that pressure people into buying products that they do not need. Marketing is often mistakenly associated with selling and advertising. In education, this is often interpreted to mean recruiting a student population that traditionally would not have gone to college. This, however, is a definition that does not really reflect the intent of the word.

Kachenberg (1972) defines marketing as a process of "determining and meeting customer needs" (p. 370). Rather than being directed toward "quick sales" (that is, an immediate rise in enrollment), marketing by this definition is oriented toward the future for the purpose of both reacting to changing demands on the college and anticipating future demands. In the educational setting, this use of the word implies a process of adapting to the constantly changing needs of students, professionals, and the community.

Marketing is based on a plan. Ideally, the plan is tailored to the specific college and designed by all members who may be affected. Its purpose is to: (1) clarify institutional purposes and programmatic roles, (2) set priorities, (3) analyze resources, (4) survey potential student populations and determine their apparent needs, (5) select target populations that can be served effectively and inform them of available services, (6) organize and deliver services to meet the needs of the new populations, and (7) monitor and evaluate services and effects. Such a plan might be seen as another definition of marketing.

It may be helpful to point to what such a definition of marketing *is not.* Although it is often interpreted that way, nothing in these planned steps suggests an unconditional surrender to unanticipated, unwanted populations who cannot benefit from the services of the college. What the definition does suggest is that *planning controls marketing,* not vice versa; thus, the results of marketing should be entirely predictable.

Understanding marketing also requires that certain misconceptions or unfounded assumptions be clarified. For example, it is commonly assumed that "new students" require more and different services than do traditional students; however, the evidence usually suggests that younger and older students seem to "need" the same general services. Older adults tend to use services differently than their younger counterparts (Kasworm, 1980) and the content of their needs may differ somewhat, but the fact remains that students of all ages use most of the student services now available. There is no clear evidence that "a whole new array of student support activities" will be required to cope with the effects of marketing in the community college.

Another common misconception about marketing is that it demands comprehensiveness in curriculum and services. This assumption is that all colleges must stand ready to meet any and all needs of new students regardless of institutional purpose or ability. Recall that marketing stems from a plan, wherein an audience is selected whose needs can most effectively be met by the institution. Whether the institution should be comprehensive depends upon policy and resources, not upon the effects of marketing.

Step Two: Assessing Student Development Capabilities. Determine what can and cannot be done with the available resources. This strategy compels student development specialists to use their skills for self-assessment. The process should result in an honest statement of staff capabilities—their interests, special skills, and philosophical orientations—and this statement should make clear to marketing planners (and to the collective group of specialists themselves) where their strengths lie and where in-service training may be needed. The process also should clarify fixed versus variable assignments. For example, given that certain functions, such as advising, financial aid, and admissions, require a fixed percentage of time in their present format, how much variable time is left for reassignment? Perhaps this process could help the staff determine which activities currently being conducted are "imperatives" and which ones are "desirable but not necessary."

Step Three: Knowing Student and Institutional Characteristics. Without a conscious effort on the part of the institution, new students will probably have to become like old students to succeed within a specific educational environment. One plausible policy for recruiting might be to recruit students with characteristics similar to those of successful students already in the college. Of course, such a policy presumes that the characteristics of both the old and the potentially new populations are known.

In addition to knowledge of student characteristics, marketing planners need a precise knowledge of institutional characteristics and a reasonable understanding of the interactive effects each may have on the other. Knowledge of student completion rates within specific courses or programs would be valuable, for example, as would knowledge of faculty skills and attitudes in such programs as developmental studies. Carefully planned research studies that examine the probable effects of specific programs on students should provide invaluable data on which to build a marketing plan.

Student development cannot be promoted aimlessly. Activities should be planned with specific purposes in mind, based on specific knowledge from which to diagnose and to prescribe, designed within a known environment, to accomplish predictable outcomes. Such a precise process cannot happen in an environment where unknown variables predominate.

Step Four: Avoiding Special Programs for Every Voiced Need. Programs should be designed that recognize the parameters of staff commitment and of the marketing plan designed specifically for that setting. It may be fashionable to advertise a wide array of special programs, such as programs for returning women, veterans, or international students, but this approach may be expensive, may detract from priority activities, and may suggest artificial distinctions. Clearly, new students will bring new concerns to the student development specialist, and these new concerns may require the application of professional skills in a different context, new knowledge, and possibly new attitudes, but this is only simplistically approached by sprouting new services. Many existing services, such as counseling, career development, and advising, are generic by definition because they utilize similar process models and a conceptual framework that precludes variety in students. If professionals are prepared properly, new students can be accommodated within many existing structures.

Step Five: Designing Programs to Accomplish Specific Outcomes. Talking with a student is a means, not an outcome. Although some student service administrators evaluate programs in terms of numbers of contacts with students, this reveals little about whether intentional activities are producing predictable results.

Student development programs, especially those reshaped to meet the requirements of new students, should be geared to accomplish predictable developmental goals. Numerous process models are available today to help practitioners design programs using human development theory and accumulated knowledge. Rodgers and Widick (1980) advocate the "grounded formal theory" approach; Knefelkamp and Wells (1981) rely upon a "process model of theory to practice" approach. Several other process models are discussed by Rodgers (1980). It may not matter which model is used or whether some eclectic approach is chosen. The point is that practitioners do not lack for appropriate practices to help them cope with this situation.

Step Six: Developing the Knowledge Base for New Roles. Whether the responsibilities demanded of student development professionals by the marketing plan call for new roles or for tailoring old ones, professional preparation may be needed. As we noted previously, for example, older adult students differ from younger adults in the *content of their needs.* That is to say that developmental tasks differ by age and that many dominant concerns are age-specific. The following example illustrates this contrast. Both a twenty-year-old and a forty-five-year-old woman may demonstrate a need for career counseling; however, the younger student may be struggling with postadolescent identity, have little or no knowledge of the world of work, and have very few experiences behind her to help her choose a career path. The older woman, on the other hand, may be dealing with identity at an entirely different level, may have extensive knowledge of the world of work, and may have an experience overload clouding her choices for a new direction in life. In this case, the student development professional needs knowledge of adult development theory in addition to the knowledge base he or she already possesses, which includes career development processes and information sources. Although in many cases on-site staff development may suffice, additional formal preparation, such as graduate courses, workshops, and seminars, may be needed.

Step Seven: Cooperating with the Marketing Planners. Armed with an assessment of staff capabilities, student development specialists should strive to achieve maximum involvement in the formulation of the marketing plan. It remains axiomatic that people support what they help to create; thus, a strategy of involvement will strengthen the marketing plan on many levels.

The benefits to the student development specialist of this extensive involvement are numerous. The most obvious is that the plan will contain no surprises for them and will require nothing for which they have not prepared. Additional benefits go beyond the marketing strategy. For example, this activity may give student development specialists a very real opportunity to help shape purposes for the entire college. On a program level, it should help to assess the harmony of the student development program with other institutional programs, to clarify and sharpen the goals of the student development program, to promote staff commitment, and to create a climate of expectancy for change. It clearly is an opportunity to take a proactive stance toward fulfilling jobs and responsibilities.

Step Eight: Managing the Process. As various models of planned changes suggest (Huse, 1980), a change in events, whether planned or evolutionary, need not automatically dictate professional behavior. Student development specialists should be aware of the facts; they should conduct ongoing research to monitor what is happening to students—whether the effects stem unintentionally from marketing or from the intentional interventions by professionals—and they should feed the new knowledge back into the system for future planning.

Summary

This discussion of possible effects of marketing on student development activities began by pointing to two generally assumed outcomes of marketing—that the student population will change and that a vast array of new services and programs will result. The first outcome seems probable; the second, possibly unnecessary, although widely proposed in the literature. There can be little doubt that successful marketing plans invite new students to enroll, although not necessarily as an ill-defined herd of people whose needs cannot be met realistically by the institution. The most appropriate response to these new students may not be to generate discrete programs for every consumer appetite; rather, it may be to rely on theory and knowledge to design generic programs that are capable of meeting diverse needs, such as academic advising, through existing structures.

The effects of marketing have created problems for student development programs and activities. We have shown, however, that all of them are potentially manageable if certain strategic approaches are utilized. The approaches generally call for understanding the marketing process, one's own professional capabilities, the student and the environment, and the design possibilities for appropriate professional programs. Student development practitioners also were cautioned not to be seduced by consumer whim, to aggressively involve themselves in the marketing planning process, and to conceptualize marketing as a systematic process that can be similar to a planned effort for change.

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Strategies for administration, faculty, and student personnel are suggested as the means to improve retention.

Retention

Marybelle C. Keim

Retention is not a new word in the vocabulary of community college personnel, but few in the two-year college setting paid much attention to retention until recently. When students were in plentiful supply, there were not many reasons to worry about attendance rates. Now, with the increased concern about declining enrollments, retention has become a major concern. In fact, most successful marketing programs include the establishment of a viable retention program as an important component. This chapter addresses the question of how to develop such a program.

Attrition and Retention

In the search for information about retention, community college personnel have gone to the literature and have discovered nearly fifty years of research about attrition and retention. They have learned that attrition has been loosely defined as friction between the student and his environment and that retention was thought of as a harmonious relationship between the student and his environment. Dropouts were characterized as students who were experiencing difficulties in the college setting and who left school. Conversely, persisters were described as students who were comfortable with the environment and stayed in college.

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program*, no. 36.
San Francisco: Jossey-Bass, December 1981.

The underlying purpose of these research efforts was to study a problem that was thought to be societal in nature. The findings consisted of voluminous statistical data comparing the characteristics of persisters and leavers, as well as matching students and colleges.

The researchers identified a number of factors that were thought to be related to attrition and persistence. Students who were likely to be attrition victims were employed full-time; they were commuters who attended two-year colleges; they had a low-level degree goal; they had poor study habits, poor college grades, low SAT scores, and a poor high school record; and they had parents with a low level of education. On the other hand, students who were likely to persist in college worked part-time on campus; they were residential students who attended a four-year college; they had a high-level degree goal; they had good study habits, good college grades, high SAT scores, and a good high school record; and they had parents with a high level of education.

The overall conclusions were that students were likely to persist in college if (1) they had positive perceptions of the institution, (2) they were succeeding academically, and (3) they were fully integrated into the social and academic systems of the college.

Reasons for Dropping Out

Other researchers have concentrated on studying the reasons why students leave college. Financial problems, family or work responsibilities, or a change in educational goals are the reasons most often verbalized by students. However, the real explanations for students dropping out of college are most likely poor teaching, poor advisement, poor academic preparation, or incompatibility with the college.

Each of us has probably withdrawn from a course or from college at some time in our career and given a socially acceptable answer for dropping out rather than the real reason. I found myself in that situation not long ago. I had enrolled in a "French for Travelers" class at a local community college, attended two sessions, and then withdrew. When confronted by the instructor, I assured her that my work schedule had changed and that I was not available to attend class. The real reason for withdrawing, however, was that the quality of teaching was so poor that I decided not to waste any more of my time. Don't most of our community college students behave similarly?

The Community College Response

After reviewing the available literature on attrition, retention, and reasons for leaving college, many community colleges seemingly have responded in a Chicken-Little fashion, with a look toward heaven, a shrug of the shoulders, and a pronouncement of doom—"The sky is going to fall!"—which means, in community college language:

> There's nothing we can do—our students work full-time, commute, have low-level degree goals, poor study habits, poor college grades, low SAT scores, and poor high school records, and have parents with a low level of education. And, of course, our students are withdrawing because of financial problems, and home and work responsibilities. There's no way we can do anything about retention!

Another common response is to point out that the community college does not have the available personnel or the capability to complete sophisticated research about the attrition rates of students. This justifies not knowing just how high the dropout rates really are.

An equally ineffective pattern is to compile student dropout rates but not circulate them among the staff for fear of negative publicity. The question is asked, "But what if the students/board/community find out?"

None of these responses is appropriate. The only responsible reply to the problem of attrition is: *Improving retention rates at the community college is difficult but by no means impossible!*

Initiating a Retention Program

First of all, the community college should determine the real reasons it wants to embark on a retention program. Is the goal institutional survival? Has interest in retention been motivated by loss of revenues? Is the program to be established for convenience, based on the thought that it is easier to reenroll a returning student than it is to recruit a new one? Whatever the reasons are, they should be educationally sound.

Second, each community college beginning a retention plan must define for itself what retention and attrition mean. Does retention mean that a student completes a term? A year? Or does it mean that he or she finishes a degree? Any of these definitions can be appropriate. Similarly, attrition can occur when a student drops one course, withdraws during a term, withdraws at the end of a term, or does not complete a program of study. *Each institution must define its own terms.*

Third, the dropout rate of students must be determined. The characteristics of the students who drop out need to be identified—whether they are full-time, part-time, of traditional college age, adult, minority, female, and so on. The rates will vary a great deal among colleges and among different types of students and may be disturbingly high. In addition, an attempt should be made to compile dropout rates by classes and by departments.

Fourth, the reasons students leave college should be ascertained. While it is difficult to learn the reasons students withdraw, it is worthwhile to initiate an exit interview or some similar mechanism to begin at least to get some clues.

Fifth, a campus environment study should be conducted in order to determine where the college is successful and where it needs improvement. This assessment can begin with an institutional self-study, but it must be thorough. Extremely difficult questions must be asked, such as: How satisfied are the students? What is the quality of teaching? What is the administrative atmosphere? How effective are the student personnel efforts?

Once the questions have been addressed, *action* must follow. A significant staff development program will undoubtedly need to be developed. There may be programs or departments that need to be eliminated. Student personnel may need to adopt a totally new model for their activities. There may be administrators, faculty, and staff who should be reassigned. If certain departments have a significantly higher proportion of withdrawals and dropouts, then perhaps additional efforts should be expended to remedy the problems in these academic areas.

Campus environment studies will undoubtedly cause considerable upheaval, but isn't it time that we discover *what's really wrong with our community colleges and the ways to remedy the problems?*

Program Coordination

For a retention program to operate effectively, a top-level administrator should have the responsibility of coordinating the campuswide efforts. This administrator should have the influence necessary to organize and implement an innovative program and to coordinate a diverse group of committees. Nearly all of the existing campus committees will be influenced by such a program, and new study and implementation groups will also be needed. Every college must decide for itself the kinds of committees that are necessary and the scope of the activities, recommendations, or services to be undertaken by each group.

Strategies

The solutions for increasing retention rates depend on the number and range of services provided. Retention cannot be effected by implementing any one specific strategy. For example, advisement by itself has little chance of solving the problem. A retention program must be institutionwide and must have total campus support.

There are many tactics for improving retention rates. The following sections organize a lengthy list of suggested retention strategies under three categories—administration, faculty, and student personnel. Each college must evaluate and modify the suggestions to match its own unique setting.

Administration. The administration is an extremely important influence in improving retention rates; in fact, *without administrative support, retention programs are doomed to failure!*

Atmosphere. The administration sets the tone of the campus. A visitor can tell almost immediately if the college has a caring, warm environment. Abrupt, aloof, sarcastic personnel reveal their attitudes about themselves and about their institution. Sometimes information and discussion sessions can be helpful in promoting attitudinal and behavioral changes, but at other times the problems are so severe that personnel must be shifted or even released.

Readability of Materials. Catalogues, brochures, and other pieces of community college recruitment literature often contain words, phrases, and concepts that prospective students do not comprehend. What do *articulation, unclassified status, a comprehensive financial aid program,* or *accreditation* mean to someone who has never attended college? All materials should be rated on readability scale and then rewritten so that they can be easily understood by the intended audience.

Registration. Registration continues to be one of the most disconcerting experiences in a student's life. Most colleges subject registrants to long lines and dehumanizing treatment. Personnel responsible for the process have even been known to take hour-long breaks without informing the frustrated students still standing in line. Colleges must design more personalized and streamlined enrollment procedures.

Scheduling. Retention of some students could be enhanced by a revised class schedule. Evenings, early mornings, and weekends should be utilized in order to accommodate those students with weekday conflicts.

Institutional Research. It would be ideal, of course, for each community college to have an office of institutional research. After all, several kinds of studies are required before a retention plan is initiated, and other studies are needed after the program is under way. If a community college cannot afford an office of institutional research, then someone, some office, or some committee must be able to conduct the necessary research.

Staff Development. Nearly every campus environment study will indicate that staff development programs are essential. Faculty will need one kind of training; support staff, another; and administrators, still another. The administration must plan delivery systems for these programs that will be acceptable to all individuals and groups.

Reward System. A reward system for recognizing contributions to a retention project should be considered. The administration must decide what qualifies as minimum as well as exemplary contributions. Excellence in teaching, helpful advisement, or sensitive counseling are difficult to evaluate, but they are important ingredients in a retention plan and should be rewarded.

Undoubtedly, each community college, in implementing retention programs, will find many other areas in which the administration will have to make decisions and provide the leadership.

Faculty. Many faculty members will deny that they play any part in attrition, but once they understand the real reasons students leave college, they begin to realize that they could be at the heart of the problem.

Student Characteristics. A new breed of students has been recruited to the community college, in part as a result of marketing efforts. Faculty must be aware of the characteristics of these students—some read poorly, others can barely write a sentence—the contrasts between the new student and the typical college student are endless. While it is appropriate for faculty to refer nontypical students to remediation, tutoring, and other skill-building experiences, faculty members must also work with these students at their current competency level. The faculty have a responsibility to challenge, encourage, and push these students to higher and more sophisticated levels of achievement.

Alternative Instructional Modes. Lectures continue to be the most common pedagogical technique, but this technique is simply not appropriate for many students. Certainly, changing one's teaching style is difficult, but students' abilities and learning styles dictate that faculty become familiar with and begin to employ many alternative instructional modes.

Interaction Among Faculty and Students. Quality interaction among faculty and students has been recognized as one of the most important factors in retention. Students who have significant encounters with faculty are much more likely to express satisfaction with the college. Faculty must be made aware that their interaction with students has meaning, and they should be encouraged to make themselves available to students.

Advisement. Many faculty members feel that student advisement is repetitious, boring, and a misuse of their time. This opinion is totally inappropriate; advisement *is* teaching, however informal. Recognition of the value of advisement is a must, and training programs in advising techniques should be designed and presented so that faculty attitudes and skills are enhanced.

Orientation. Orientation is not just an introduction to the social aspects of college or to the services available. Students new to the community college need a meaningful academic orientation, planned and conducted by faculty members.

Syllabi. Faculty can help all students by planning courses more carefully. *Detailed* syllabi listing dates, assignments, topics, grading practices, and course expectations should be required.

Minicourses. In order to introduce students to a topic, a college may find that minicourses are helpful. An overview of a course or a discipline, available on a partial-credit basis, might encourage students to explore an area not previously examined.

Faculty should become involved in many other retention activities, including study skills and tutoring programs, remedial coursework, and nonpunitive grading systems; all of these may help reduce attrition rates among community college students.

Student Personnel. Student personnel have had considerable experience in retention activities, but they do engage in many practices and services that should be improved and strengthened.

Recruitment. Recruitment techniques have been well honed by the marketing experts in the community college—witness the large enrollment increases at many institutions. However, it is also apparent that some of the promotional methods that have been used border on the unethical. Admissions personnel must question any recruitment schemes that they feel are not in the best interests of the student and of the institution. In addition, they should admit only those students who "fit" the environment and have a chance to succeed academically.

Orientation. New-student orientation has been the bailiwick of student personnel for nearly as long as these orientations have been offered. Many orientation programs can be described as an "information bomb"—in other words, an overload of facts, figures, and descriptions delivered in a short period of time. Students (and often parents) are "talked at" by a series of speakers who attempt to inform, advise, and cleverly introduce the new student to college. Most of these abbreviated sessions are boring, inadequate, and ineffective.

New kinds of orientation programs are desperately needed and have the potential for improving retention rates. The use of small groups, semester-long sessions, more paraprofessional and student involvement, activities led by both faculty members and students, and programs for special students (high achievers, minorities, high-risk students, transfers, part-time students, adult women) should be considered.

Activities. Activities programs in the community college can be helpful in integrating students into the social system of the institution. However, most offerings appeal only to the young, traditional student. For activities to have an effect on older, nontypical students, a much broader range of activities must be presented. Examples include recreational outings, family activities, and expanded child care services.

Financial Services. Financial aid procedures are overwhelming to most students and to many of their parents. Information can be difficult to locate and forms can be incomprehensible. Access to financial aid information should be made as easy as possible, and the dissemination of materials should be well publicized. In addition, financial aid offices must improve their helpfulness to students.

Counseling. Many community colleges pride themselves on their counseling services and speak in glowing terms about their counselors and counseling facilities. What they fail to realize is that the counselors have isolated themselves from the faculty with their specialized jargon and activities. Many counselors tend to "hide" in their offices and spend nearly all of their time in one-on-one counseling. While individual counseling is undoubtedly comforting to the student and to the counselor, it is wasteful of the counselor's time and is a luxury that community colleges cannot afford.

Counselors must change their mode of operation in order to assist in a college's retention efforts. They need to become more proactive, and they should be out on campus talking with faculty and student groups. They need to shed the "white-coat counselor syndrome" and learn to work with less structured activities, including more vocational counseling as well as walk-in and telephone counseling. They will need to become proficient in group counseling techniques, in training paraprofessionals, and in working with faculty as learning facilitators.

Organizational Model. Part-time students are often unable to avail themselves of student personnel services. Either the offices are not open or the personnel are unavailable when the part-time student needs assistance. Student personnel need to discard the four-year residential campus model of organization and adopt a prototype suitable to accommodate the part-time community college student.

Student personnel offices that can adapt to change should be of considerable assistance in a retention program.

Summary

Retention programs have the potential for improving the quality of community college education. In order for this to occur, colleges need to consider their strengths and weaknesses and make a Herculean effort to correct their shortcomings.

Many strategies are available for institutions to utilize in improving their retention rates. Each college will need to consider its unique problems; and administration, faculty, and student personnel will need to work in concert to implement an appropriate retention plan.

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Marketing changes institutions, but not always in expected or desirable directions. Colleges considering marketing activities should explore the possible negative effects and ensure that they plan accordingly.

Caution! Marketing May Be Hazardous to Your Institutional Health

James F. Gollattscheck

There can be little disagreement that most educators who consciously develop and implement new or improved marketing practices do so in order to bring about change in their institutions. Marketing is, in fact, usually considered a solution to some sort of problem. Some educators may view it as a short-term, quick response to such a situation as enrollment falling short of expectations. Experts with a more comprehensive view of marketing may see it as preventive action, rather than as a reaction, and as more of a long-term stabilizer of the institution rather than as a quick solution to an immediate problem. All, nevertheless, view marketing as a potential cause of change in institutions.

The literature in favor of marketing as a tool for colleges is filled with promises of change (such as increased enrollment and better students) and with visions of unserved groups waiting for the right message to invite them to participate in the programs of the institution. The more hard-sell the concept of marketing, the more glittering seem to be the promises and the more emphasis is placed on sales and advertising techniques.

Even the more comprehensive approaches to marketing, such as

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San Francisco: Jossey-Bass, December 1981.

that viewed by Johnson (1979) as "total marketing," by Howard (1979) as "community-based marketing," and by Keim (1979) as "common sense," assume that good marketing techniques will bring about change in the institution. Changes indicated by these marketing experts include not only new clientele but also more fully realized institutional missions, better communication with constituencies, and stronger support from the community.

Outspoken critics of the concept of marketing also promise changes in educational institutions foolish or avaricious enough to indulge in such unseemly conduct. Their predictions range from the deterioration of higher education, because educational objectives are replaced with those of business (Van Luchene, 1980) to governmental intervention regulating false advertising and product misrepresentation (Mackey, 1980).

Marketing programs are in fact usually evaluated in terms of institutional change. Did the program result in more students, increased enrollment from various geographic areas or specific constituencies, increased financial or legislative support, or more effective achievement of mission?

Marketing, then, may be viewed as a *change agent,* and institutions thinking of embarking upon a program of marketing should expect change. Change agents are good; they are necessary in nature and in institutions if growth and development are desired, but it must be noted that change agents are also dangerous. Unless a change agent is used with caution and with full knowledge of all the potential effects, the results can be disastrous. Marketing is no different! When carefully planned and implemented with discretion, it may yield very desirable results and change the institution in positive ways. When not planned well or when implemented without appropriate care and control, it may bring about unwanted change and create stress both within the institution and between the institution and its community.

Much has been written about the positive effects of sensible marketing in higher education, and most of this volume deals with the need for reaching markets more effectively. The emphasis in this chapter is more cautionary. Here we look at the effects on educational institutions, particularly community colleges, when marketing is poorly planned, uncoordinated, and/or uncontrolled. The primary elements we will examine are the faculty, students, facilities, curriculum, and student services.

Faculty

What can happen to faculty when marketing goes awry? When the institution changes in ways either not expected or not desired by the faculty, the results may range from discomfort and erosion of morale to outright rebellion. Most community colleges have long been open-door institutions; however, not all have aggressively recruited the so-called nontraditional student in significant numbers. Many faculty members may not be capable of working with students who have severe learning problems or who need extensive remediation. It is even worse if these students show up in large numbers unexpectedly.

The wider the diversity of students who expect to be served after having been the target of marketing strategies, the more problems exist beyond even the need for remediation. Elderly citizens, full-time workers, the handicapped, and international students—all present needs for alternative modes of instruction, a variety of instructional materials, and above all a willingness to provide differentiated teaching/learning situations to match different learning abilities and skills.

Many leaders in marketing refer to the opening up of communication with the community provided by marketing programs (Howard, 1979). What happens when one or more segments of the college—faculty, administrators, or trustees—are not ready or not willing to participate in open dialogue with the community? Both the college and the community may experience dissatisfaction if an aggressive marketing program leads the community to expect a degree of communication the college neither expects nor desires.

New and different students and the programs they require may change the faculty in ways they do not expect. A once predominantly full-time faculty may find that part-time personnel outnumber them and that these part-time faculty members have different concerns and needs. An academically oriented faculty may find instructors in their midst who have the expertise to teach welding or work with displaced homemakers but who may have minimal academic qualifications.

Finally, the issue of how faculty view marketing as an appropriate activity for an educational institution is important. There undoubtedly exists in almost any faculty a range of opinion with regard to marketing. Some faculty members will think it is totally inappropriate and feel it will lead to a weakening of the very structure of higher education. Others will respond with enthusiasm—it is high time educational institutions began to emulate the "real world." Both groups, however, may completely misunderstand what a good marketing program is, and, because of this lack of understanding, both may be critical of the college's involvement. The results of marketing are likely to be less than optimal if the people who must live with these results are suspicious of the enterprise from the very beginning.

Students

The changes brought about because of marketing may be equally unsatisfactory to students. Those students who have been the primary focus of the institution may resent not only the new students themselves but also the changes in the institution that have occurred because of the new students. Traditional transfer students may feel that active involvement in continuing education for the community is either inappropriate for a college or an unnecessary diversion of institutional resources from more important priorities. They may feel that an invasion of less capable students will weaken the academic program of the college and thereby cheapen their degrees.

The offering of courses at unusual hours and at remote locations may affect full-time campus-oriented students if they find that the only section of a particular course they need is offered in the evening or, perhaps worse, away from the campus. Students accustomed to the luxury of underutilized facilities may be unhappy when the campus appears too crowded, even though it has not yet reached capacity. When one also considers that many of the newer students will be minorities with different cultural and ethnic characteristics and demands, one realizes that marketing can create explosive situations for students.

The new students attracted to the college through marketing may be equally concerned if the college does not follow through with appropriate arrangements for them. The handicapped student who finds inaccessible facilities, the mature student who feels unwelcome, the academically weak student who has been led to believe the college will help him or her overcome handicaps, and the minority student who has been actively recruited—all will feel cheated if the college has not made necessary arrangements to meet their needs before they arrive.

Facilities, Curriculum, and Student Services

The arrangements necessary to meet the needs of new students may affect facilities, curriculum, and student services. The campus facilities may not be adequate in size or preparation for the numbers and types of students attracted to it through marketing. There may be nothing the college can do about its facilities, and it may find itself with unhappy students. The college may not have expected to offer classes in facilities away from the campus, yet such may be a mandate from new students. Providing adequate services to off-campus sites may prove to be a real problem for the college administration, and teaching away from the campus in facilities that may not be ideal may create problems for the faculty.

The curriculum of the college may come under severe stress when unexpected changes are forced on the college. Remedial programs, noncredit activities, occupational courses, new degree programs, and a variety of other curricular demands that come with new students may create serious internal tension when personnel capable of teaching in these new areas are not available and when existing faculty resist developing the necessary expertise. The faculty may not wish to work in these new programs, and they may feel that such programs are inappropriate for the college. If the community has been led to believe that the college is willing to offer a variety of community services and continuing education activities, there may be real disappointment and loss of credibility if the college finds out too late that it does not have the resources or the necessary interest to pursue such activities.

Providing services to a host of new students may be difficult for the college if the changes in student demands were not anticipated. Most community colleges have already experienced the difficulty of providing adequate services such as counseling, learning resources, student activities, bookstore facilities, and food services to evening students who attend classes on the campus. The problems are compounded when classes are scheduled away from the campus. They are even more difficult when the services needed are services the college has not provided its students in the past, such as interpreters for the deaf or special arrangements to assist international students in the community.

Adequate Planning as Preventive Medicine

None of the problems touched upon above are insoluble, and it should not be construed that marketing always brings to the college a deluge of impossible situations. Any of the above are problems only when they are not anticipated or desired as results of the marketing experience. There is no problem when the college expects that elderly students will want classes near their residences and makes plans accordingly or when the college understands that attracting the interest of business and industry will mean new courses and programs on campus or at a plant and makes the necessary arrangements beforehand.

Adequate planning can ensure that marketing does not create more problems for the college than it solves. First and foremost, for marketing to be effective, it must be an integral part of the college's long-range planning. The mission statement of the college and each goal and objective should be examined for its marketing requirements. There should be no marketing activities in the college not related to a stated goal or objective of the institution.

For example, if the institution has included as a goal the recruitment of more minority students in its service area, then there are obvious marketing connotations. The ensuing steps in planning would relate to the accommodations the college must make if it is successful in its recruitment attempts and does indeed find more minorities among its students.

Marketing should bring no surprises if the college has planned well. If faculty, administration, and, where possible, students have been involved in planning, there should be a minimum of problems relating to faculty and student acceptance of the results. Also, when marketing is tied to goals and objectives, there is less criticism of the marketing effort because it is directed toward the achievement of a goal of the college and not simply toward aggrandizement or growth for growth's sake.

When marketing is made an integral part of long-range planning, it should also be related to staff development. Provisions for the instructional needs of new students should be anticipated and planned for accordingly. Implications for staffing for new programs should be explored *before* the college attempts to attract new students to the programs.

Evaluation of marketing efforts must be related to the total planning efforts of the college. When progress toward a specific goal or objective is evaluated, there should also be an examination of the success or failure of related marketing efforts. In this way, marketing can never be uncontrolled or out of step with other efforts of the college.

A point made very ably by Kotler (1975) is that marketing involves a commitment on the part of the institution. Howard (1979) builds on Kotler's concept of marketing as a transaction between the institution and the public when he defines community-based marketing as follows:

> It is the effective management of the involvement of community constituencies in maintaining or regulating exchange relationships between the college and its public, enabling the products, services, and programs to emerge out of an assessment of needs and resources derived from the local community. This definition identifies three additional elements vital to the marketing process defined by Kotler (1975): (1) active involvement of the constituent groups to be served, (2) focus on interaction and dialogue as key elements of the exchange relationships between college and community, and (3) the importance of an assessment of needs and resources derived from the local community. All of these elements point to a significant role of the community in marketing [p. 74].

Both Kotler and Howard point out that marketing requires more than a desire on the part of the institution to gain something. Marketing is a transaction, and those to whom the effort is directed have every reason to expect that the institution will keep its part of the bargain.

Summary

As an agent of change, marketing can have a very positive effect on the college when used judiciously. It can have an equally negative effect when used carelessly. Colleges contemplating a marketing effort should consider the following:

- Marketing activities should be conducted only in connection with a total planning effort
- No marketing strategy should be used that cannot be directly related to a goal or objective of the institution
- Faculty, administration, and trustees should be aware of marketing programs and approve of the objectives
- All possible results of any marketing effort should be considered and contingency plans readied before the effort begins.

Take the advice of Flip Wilson's streetwise Geraldine, paraphrased as follows: "Don't let your marketing campaign write checks your institution can't cash."

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It is necessary to create the same quality and intensity of interaction with adult groups in the community as has traditionally existed with high school students.

Evaluation of Marketing Practices in Community Colleges

Gunder Myran
Mark Ralph

The evaluation of marketing practices in the community college might begin with a review of the major issues that arise from the use of standard marketing practices. It is important that marketing techniques be evaluated on how they conform to the philosophy of the community college rather than to that of the business world.

One issue relates to the persistent view that community colleges should be "all things to all people" and that any enrollment growth is good. Community colleges may intend to develop marketing practices that focus on target groups, but the recruitment booth at the shopping center and the television advertisement project a "come one, come all" image. Despite the fact that many community colleges do not have the resources or talent to be all things to all people, some colleges continue to project this image to the public at large. Richardson (1981) argues for a clearer and more concrete expression of college mission and for the establishment of priorities regarding groups to be served. He also asserts that the financial limitations of the college should be taken into account when enrollment and program development goals are set. It is his feeling that national and state legislators, community leaders, and other

W. Keim and M. Keim (Eds.). *New Directions for Community Colleges: Marketing the Program,* no. 36.
San Francisco: Jossey-Bass, December 1981.

persons who influence community college affairs are increasingly confused about the basic mission of the community college.

A second issue relates to the assumptions that existing college programs and services will be adequate to serve the new students who enroll and that additional students will put the college in a stronger financial condition. There is some evidence that marketing efforts attract students who are not prepared for college-level work. In order to provide these students with basic academic skills and to help them persist in their program of study, the community college must provide extensive informational services, counseling, and instruction in basic skills. It is quite possible that existing programs will not be adequate to serve the needs of the new students and that providing the required level of service will actually be a drain on the college's financial resources.

A third issue is the misconception that it is the social role of the community college to meet the demands of the open market, as though the motto were, "If you need it, we'll provide it." This view presents legal, ethical, and philosophical problems. The consumer rights of citizens must be protected; if a college misrepresents its programs and services in a promotional effort, or if it makes promises that it cannot fulfill, the students' rights are violated. In addition, it is a breach of ethical practice when college promotional efforts cause a student to have unwarranted expectations. The leadership of the college itself must determine the scope of programs and services—that is, the college staff and governing board must determine what the current and future mission of the college is as well as what the college has the capacity, financial resources, and intention to do. This obligation cannot be passed on to the consumer or left to the invisible force of the open market. Broad-based marketing campaigns carry the inherent message that, as far as the community college is concerned, all educational needs are equally important and equally the province of the institution. Each program and service of the college must have its own integrity, whether this grows out of the traditions of an academic discipline, the specific skills needed for employment in an occupational field, or an important need of the students involved.

The open-market assumption also misinterprets the quality of the interaction between a student and an instructor or counselor. The sum total of this interaction is not a "product," and it cannot be quantified and measured. College staff members serve as role models, advisors, confidants, friends, and motivators, as well as information givers. There is a special relationship between learner and teacher that produces both intended and unintended results. This relationship has to do with people helping each other learn to grow, to stretch, to risk, to marvel, to wonder, to experience, to love—and the result is very much devalued when it is regarded as a "product" to be "marketed."

Evaluating Marketing Objectives and Elements

In evaluating efforts to improve its interaction with community groups and to move toward better use of information about community and student groups, a community college needs to examine its marketing objectives and the elements of its marketing plan.

Evaluating the Objectives of Marketing. Before planning and implementing an extensive marketing program, those community college staff members who are responsible should develop a set of objectives that are appropriate and relevant to the college's mission and resources. If inappropriate, either the mission or objectives may be modified to reflect the college's actual intentions. The evaluation of college objectives should occur before marketing techniques are formulated and adopted. The general set of marketing objectives listed below could be used by a community college seeking to ensure compatibility between the college's mission and resources and its marketing plan.

Relationship with Community Groups

1. To identify the characteristics of the groups in the community that the college intends to serve
2. To use more effectively information from potential student groups in making curricular decisions, designing new programs, and changing existing programs
3. To help the college create the appropriate linkage and interaction with selected community groups so that shared planning of programs and services can be undertaken
4. To encourage efforts to increase retention of present students
5. To recruit students from specific community groups
6. To increase the level of student satisfaction with college programs and services
7. To have more information on institutions that compete with the community college and to develop clearer plans on how to deal with such competition

Program and Financial Development

1. To encourage dialogue with the college staff regarding the mission of the college, community groups to be served, needs for program and service development, and long-range priorities and goals
2. To improve the fiscal condition of the college by achieving desired enrollment levels in specific programs

3. To project an institutional image that assists in creating and pursuing new revenue sources
4. To project an institutional image that maintains or increases revenues from existing sources
5. To help the college create better informational, counseling, and support services for potential students
6. To encourage the improvement or elimination of programs, services, or procedures in a way compatible with student interests and community needs

College Promotion

1. To help the college create an improved public information system on college programs and services
2. To improve the publications and presentations used to describe college programs and services
3. To increase the understanding, acceptance, and support of the general public with reference to college programs and services
4. To create the desired image of the college among community groups and those who provide financial support for the college

Information and Communication

1. To improve the quality and scope of information available to college staff members who deal with the public
2. To increase the sensitivity and skills of personnel throughout the college in dealing with inquiries from the community and from potential students
3. To improve the communication procedures used to keep in touch with persons who indicate an interest in enrollment or who are at various stages of admission to the college
4. To improve the processes used when one-to-one or small group interactions take place between college staff and potential students (such as campus tours or orientation, personal counseling, career planning, and academic advising)
5. To determine the specific benefits and outcomes of enrollment in college programs and to communicate this information to community groups
6. To integrate the various promotional, public relations, recruitment, and community liaison efforts of various college programs and staff members
7. To encourage the development of an overall system of programs, services, procedures, and plans that is responsive to the present and future educational needs of community groups

8. To clarify administrative responsibilities for carrying out marketing responsibilities.

Evaluating the Elements of Marketing. Marketing techniques have value when they enhance the ability of the college to carry out its mission and goals. This occurs when appropriate techniques are infused into ongoing elements of the college operation in such a way that these elements function more effectively. The questions below will help individual colleges evaluate their marketing efforts from the perspective of the values, purposes, and traditions of the community college. Before using these general questions, each college should revise them as needed to reflect its own unique circumstances.

Community Environment

1. Is the college aware of the characteristics of the various population groups in its service area?
2. Does the college identify the characteristics and educational needs of those segments of the population to which it will direct its programs and services?
3. Does the college seek to understand how these groups perceive the college?
4. Does the college have enrollment goals for specific community groups?
5. Does the college study the services that other educational institutions provide to these groups, and does it endeavor to position itself so that it can compete effectively?
6. Does the college, in its promotional efforts, highlight existing programs and services that would be attractive to these groups?
7. Does the college have a mechanism for feedback to college planners and program developers so that services attractive to these groups can be developed?
8. Are there adequate arrangements for personal contact between college staff members and potential students?
9. Is there a regular effort to assess the image of the college among the key publics who provide financial support?
10. Is there an ongoing effort to assess the economic impact of the college on its service area?
11. Is there an ongoing effort to assess community trends that may affect the future of the college: demography, economic developments, technological change, governmental and legal activities, cultural activities, and growth or decline in geographic areas?
12. Is there an ongoing effort to assess state, regional, and national trends that could affect the future of the college?

13. Is there an ongoing effort to assess the future staff needs of employers in the college's service area?
14. Is the college's financial aid program accessible to both full-time and part-time students?
15. Are there adequate financial resources to implement program additions and changes as a result of feedback from community groups?
16. Is there a regular assessment of tuition costs and other fees charged by other colleges and universities as compared to the community college?
17. Is the relationship between the cost of various college programs and services and the enrollment patterns studied, and are adjustments made to create the best possible match between cost and enrollment?

College Environment

1. Are the characteristics (age, sex, educational background, economic status, educational goals) of the present student body collected, analyzed, and used in planning and development activities?
2. Does a process exist to determine the reasons present students decided to attend the college, and are the results analyzed and used?
3. Does a process exist to assess the satisfaction of present students with college programs and services, and are the results used?
4. Is there an effort to determine through surveys of present students the effectiveness of promotional efforts such as TV ads, radio ads, newspaper ads, and direct mail contacts?
5. Are there tutorial, counseling, and advisement services designed to retain enrolled students?
6. Is there an effort to have regular contact with applicants through the admissions process?
7. Is there an effort to follow up on students after they leave the college, whether or not they complete a program?

Program Development

1. Is the mission of the college regularly reviewed, and is it revised as necessary to reflect changing community educational needs?
2. Is there an ongoing process of updating the long-range goals of the college, and does this process use information about the needs, trends, and attitudes of community and student groups as the foundation for setting goals?

3. Is there an ongoing effort to assess the quality of college programs and services and to make necessary improvements?
4. Is there an ongoing study of the relationship between enrollment patterns and the college's scheduling of courses, modes of instruction, location of offerings, duration of classes, and number of courses and sections offered?
5. Are enrollment trends, number of majors, number of graduates, grading patterns, and dropout rates for each college program studied, and are appropriate steps taken?
6. Is there an ongoing effort to eliminate programs and services that are not relevant to current and future student needs?
7. Are the college trustees, administration, and faculty willing to change college programs and services in order to respond to the educational needs of underserved community groups?

Marketing Plan

1. Does the governing board of the college review policy implications of the marketing program, and are they kept informed of marketing activities?
2. Does a high-level administrator have the responsibility for leadership in planning, coordinating, implementing, and evaluating the college's marketing activities?
3. Is there a written, college-wide marketing plan that provides for coordination and guidance of specific marketing techniques?
4. Does the college have carefully stated objectives for its advertising program?
5. Is there periodic assessment of the advertising program to determine if it is reaching the intended audiences?
6. Is the advertising budget of the college in reasonable proportion to other college activities and is it adequate to carry out its objectives?
7. Does the college have staff members who have recruitment responsibilities, and are these persons sufficiently trained, motivated, and supported?
8. Do the college's recruiting efforts project the college's image and missions accurately and honestly?
9. Is there a college-wide committee of staff persons organized to recommend guidelines for marketing activities?
10. Is in-service training provided for staff members involved in marketing activities?
11. Is there a carefully planned publications program that honestly and accurately projects the image of the college?

12. Is there an ongoing effort to provide information about programs to all of the key publics of the college — alumni, employers, students, governmental officials, and citizens?
13. Is there an effort to inform the college staff about the purposes and activities of the college's marketing program?
14. Does the college have an internal information system so that staff persons have up-to-date information about college programs and services?
15. Is there a process that matches marketing plans with the college's budgetary process so that plans are realistic and needed funds are provided?
16. Does the college regularly evaluate the quality and effectiveness of its marketing efforts?

Conclusion

The future of the community college will be shaped by the scope and quality of the interactions it creates with the wide range of community groups that use its services or provide financial and political support. In the past decade, the number of groups with which the college must interact has increased, and the social, political, and economic environment in which it functions has become more complex. Marketing techniques, if appropriately adapted to the unique characteristics of the community college, can enhance the interaction between the college and its key publics. However, the use of these concepts and techniques must be evaluated regularly to be certain that they are of worth to the college, its students, and the communities it serves.

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Further information about marketing is supplied by documents in the ERIC system.

Sources and Information: Marketing the Community College

Donna Dzierlenga

This concluding chapter provides additional references from the Educational Resources Information Center (ERIC) related to marketing in the community college.

Definitions of College Marketing

The purpose of community college marketing activities has been examined by a number of authors. According to Daly and Bateman (1979), the primary purpose of marketing is to increase the community's awareness of the college through better and more information, with the dual intent of attracting new students and satisfying current ones. Otto (1979) states that community colleges should adopt the marketing philosophy of private enterprise to discover and meet the unsatisfied needs of nontraditional clients, including individuals who require specific courses to meet immediate occupational needs, older adults who desire to fill educational gaps caused by career or family obligations, and individuals whose work schedules necessitate a very flexible class schedule. The application of marketing strategies and strategic planning enables colleges to ensure their continued existence by attracting new consumers and providing early identification of potential threats to the college,

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San Francisco: Jossey-Bass, December 1981.

such as community apathy, reduction in state funding, or competition from other institutions (Scigliano, 1980). Rinck (1979) draws on the literature to address marketing concepts, including definitions of marketing, recommendations of successful practices, discussions of the applicability of commercial marketing techniques, studies of student attrition, and the ways a marketing program can reduce attrition. Approaches to marketing and methods of increasing handicapped and minority enrollments and persistence are also examined.

Six steps for conducting a successful marketing program are presented and discussed by Daly and Bateman (1979). They recommend (1) developing a supportive attitude among college personnel; (2) conducting an audit of current marketing functions; (3) assessing the community's educational needs; (4) using the resultant information for market segmentation and college image development; (5) developing strategies to increase enrollment based on the college's objectives, chosen image, and the market to be reached; and (6) evaluating marketing efforts.

Coppock (1979) makes recommendations for a successful recruitment program focusing mainly on high school seniors. Elements of the program include the adoption of corporate marketing methods; an emphasis on a people orientation; a total college effort in keeping with institutional goals and philosophy; selling the parent; an impressive placement record; linking recruitment and financial aid activities; selling the college's most distinctive aspects in a way that makes student benefits apparent; openness to markets such as the adult, the industrial worker, the four-year college dropout, and the liberal arts graduate; accurate, honest, and attractive promotional literature; and awareness of competitors.

Cost-effective marketing suggestions are provided by Cox (1980), who also emphasizes the need for institutional research to support the marketing program and warns colleges against promotional approaches that increase dropout rates at the same time that they increase enrollments. The tendency to see a direct correlation between the length of a recruitment activity list and the success of projected enrollment increases is remarked by Fischer (1978). He points out that selling is only one of an aggregate of marketing functions and that sales activity does not guarantee increased enrollment.

Surveys

A nationwide survey of a random sample of 210 two-year colleges was conducted using an adaptation of Kotler's Marketing Audit;

this survey tested the hypothesis that administrative adherence to sound marketing practices leads to higher enrollments (Scigliano and Scigliano, 1979). Major findings revealed that while the majority of colleges were effective in recognizing the value of the consumer and in integrating the concepts of marketing throughout the institution, they were less effective in performing strategic marketing operations. The California community colleges were surveyed to assess the extent to which marketing techniques had been adopted (Gregory, 1981). High school visitations, mailed class schedules, newspapers, news releases, and the provision of facilities for community use were the most frequently used techniques. Although the commitment of resources to marketing, the establishment of a marketing task force, and surveys of nonreturning students were the least frequently used techniques, they appeared most frequently in the lists of activities that the colleges were planning to use in the following year. A random sample of 159 community and junior colleges in the nineteen North Central Association states was surveyed in a study of public relations in two-year colleges (Jansen and Vitzhum, 1976). Areas examined included the market segments on which public relations programs were focused, the techniques employed, financial support, methods of evaluation, and selected characteristics of directors of public relations programs.

Specific Examples of Marketing Programs

Many community colleges have instituted marketing programs. Chattanooga State Technical Community College has a marketing plan designed to increase its share of the traditional college-age market and to expand the college's target audience to include more nontraditional students (Hoppe and Biggers, 1980). The findings of studies on the characteristics of entering students, the college's impact on the community, graduate satisfaction with the college, the factors influencing students to drop out, and the relative enrollment contributions from various area zip code tracts and high school districts formed the basis for planning marketing strategies for fifteen target populations.

A marketing process was designed at Odessa College to deal with declining enrollments (Eckert, 1979). The planning procedure used a task force approach involving committees that analyzed enrollment influences, such as economic markets, cultural markets, recruitment, retention, foundation and resources, future programming, promotion, and image.

As part of an institutional response to external and internal forces (such forces as declining fiscal support and changing student demographics), Prince George's Community College implemented a marketing process (Leach, 1978). This process helped facilitate a college-wide attitude of responsiveness to student needs and helped provide the technology to order systematically those responses. The success of the marketing program can be seen in an enrollment increase of 15 percent in headcount and 12 percent in credit hours (Leach, 1979).

Harford Community College developed a marketing plan to ensure the continued and successful contribution of the college to the greatest number of citizens in its service area (*Marketing Plan,* 1978). The four-stage plan consists of service, promotion, delivery, and evaluation.

The marketing approach used by Moraine Valley Community College was designed to expand the participation of underserved groups within its district in all levels of higher education (DeCosmo and Baratta, 1979). The specifics of the plan were based on research regarding the participation rates of various groups within the district. Moraine Valley Community College's recruitment program is complemented by a special adjunct retention program (DeCosmo, 1979).

Concerned with changes in enrollment and credit-hour patterns, the chancellor of the Metropolitan Community Colleges created a task force to consider recommendations for marketing strategies (Keim and others, 1978). The task force reviewed current and projected population data; investigated marketing objectives in terms of adult nonstudents and current students, in terms of the competition for minority and occupational enrollments, and of institutional survival; instituted surveys of college employees and area employers and educators; and made marketing recommendations.

Some marketing programs have been implemented fully and subjected to complete evaluation. Chaffey Community College's Educational Marketing Program had the objectives of enhancing the college's image, increasing enrollment, encouraging the enrollment of nontraditional students, improving retention, improving relations with area businesses and schools, and disseminating timely information about college programs and services (Wallace, 1980). The program evaluation report outlines the activities undertaken and identifies specific outcomes for each activity. A follow-up report on the status of the recruitment and retention strategies instituted by Triton College details the status of sixty-eight promotional strategies designed to reach selected populations and of forty-five retention strategies aimed at improving instructional and student support services (Moriarty, 1979).

Members of the mathematics department at Lane Community College employed marketing methods to increase course enrollment (Fast, 1979). The five objectives that emerged in the promotion of the mathematics program were to create comfortable, attractive class and study areas; to stage quarterly events at registration to alleviate the boredom of standing in line; to provide genuine, caring help to confused math students; to attract positive media coverage that would change the image of the mathematics department from threatening to friendly; and to develop new courses to draw new students.

Activities that promote a good college/community relationship and inform the community about the college are an important part of the marketing process. Rio Hondo College's community relations activities have aimed at keeping the community, college staff, and students informed about and supportive of college programs and classes and aware of administrative and budget decisions (French and Bryan, 1978). Activities include mailing news releases to local television and radio stations, newspapers, community colleges, high school counselors, and chambers of commerce; sponsoring a speakers' bureau made up of staff members for community groups; and surveying high school seniors to determine their perceptions of the college. Chesapeake College has conducted a Social Science Exposition and Fair annually since 1978 as part of an effort to involve high school students and community organizations in competitive academic events related to the social sciences and history, and to encourage faculty to participate in student recruitment (Gregory, 1980). During the 1978 fair, high school students displayed exhibits and participated in a Master Quiz contest, essay writing, and public-speaking contests.

The Trumbull campus of Kent State University has held a series of informational workshops designed for the recruitment and orientation of adults who are considering enrolling in college (Ryan, 1980). These activities have resulted in the production of a guidebook for planning and conducting similar workshops.

Numerous services and programs to meet the needs of the disabled student are provided by DeAnza College (Charles, 1980). Over forty-five procedures have been established to disseminate information about these programs to DeAnza students and to community members. These procedures include the use of admissions forms, brochures, newsletters, orientations, special classes, the college catalogue, class visitations, public service announcements, staff appearances on radio and television, cooperative activities with area parks, presentations at professional association meetings, visits to high schools and local business and industries, and special mailings.

The Use of Institutional Research

Institutional research supports marketing activities by providing essential data for planning and evaluating recruitment and retention efforts. As Tatham (1978) states, the institutional research staff should work closely with persons responsible for student recruitment and for alterations in curriculum, delivery systems, and college services. The research staff should monitor the changes in student body composition that may result from the modification of programs and services.

Research efforts at a number of two-year colleges include gathering data to support marketing programs. At Johnson County Community College, marketing planners use data obtained through surveys of high school seniors and nonreturning students, comparisons of the number of students intending to graduate with the total enrollment and total graduates, the freshman surveys conducted by the American Council on Education, and the report of the National Center for Education Statistics (Tatham, 1979). A community assessment questionnaire was used by Worthington Community College to determine sources of information about the college, attitudes toward and knowledge about the college, educational needs and interests, methods for serving the local population, and respondent characteristics (Carlson, 1979).

At the Crookston campus of the University of Minnesota, students were surveyed to find out what marketing strategies most effectively promote student recruitment (Stoyanoff, 1980). Major findings indicated that the majority of students enrolled because the college offered a specific academic program and that high school counselors, promotional brochures and catalogues, and friends were the most common sources of information about the college.

Surveys of selected area employers and high school seniors were conducted by Stark Technical College as part of a marketing research project designed to forecast future educational needs (Young, 1980). The project report analyzes findings, provides recommendations concerning future curriculum development, and discusses the occupational outlook of the service district. The Coast Community College District, on the other hand, conducted a community survey by telephone, in part to determine the extent to which the district's marketing information reaches community residents and the degree to which residents take advantage of district programs (Butler, 1981).

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The ERIC documents (ED numbers) listed, unless otherwise indicated, are available on microfiche (MF), or in paper copy (PC) from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. The MF price for documents under 480 pages is $0.91. Prices for PC are: 1-25 pages, $2.00; 26-50 pages, $3.65; 51-75 pages, $5.30;

76–100 pages, $6.95. For materials having more than 100 pages, add $1.65 for each 25-page increment (or fraction thereof). Postage must be added to all orders. Abstracts of these and other documents in the junior college collection are available upon request from the ERIC Clearinghouse for Junior Colleges, 96 Powell Library Building, University of California, Los Angeles, California 90024. Bracketed publication dates are approximate.

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Statement of Ownership , Management, and Circulation
(Required by 39 U.S.C. 3685)

1. Title of Publication: New Directions for Community Colleges. A. Publication number: USPS 121-710. 2. Date of filing: 9/30/81. 3. Frequency of issue: quarterly. A. Number of issues published annually: four. B. Annual subscription price: $30 institutions; $18 individuals. 4. Location of known office of publication: 433 California Street, San Francisco (San Francisco County), California 94104. 5. Location of the headquarters or general business offices of the publishers: 433 California Street, San Francisco (San Francisco County), California 94104. 6. Names and addresses of publisher, editor, and managing editor: publisher—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, California 94104; editor—Arthur Cohen, ERIC, 96 Powell Library Bldg., UCLA, Los Angeles, CA 90024; managing editor—JB Lon Hefferlin, 433 California Street, San Francisco, California 94104. 7.Owner: Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, California 94104. 8. Known bondholders, mortgages, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities: same as No. 7. 10. Extent and nature of circulation: (Note: first number indicates average number of copies of each issue during the preceding 12 months; the second number indicates the actual number of copies published nearest to filing date.) A. Total number of copies printed (net press run): 2529, 2508. B. Paid circulation, 1) Sales through dealers and carriers, street vendors, and counter sales: 85, 40. 2) Mail subscriptions: 1030, 961. C. Total paid circulation: 1115, 1001. D. Free distribution by mail, carrier, or other means (samples, complimentary, and other free copies): 275, 275. E. Total distribution (sum of C and D): 1390, 1276. F. Copies not distributed, 1) Office use, left over, unaccounted, spoiled after printing: 1139, 1232. 2) Returns from news agents: 0, 0. G. Total (sum of E, F1, and 2—should equal net press run shown in A): 2529, 2508. I certify that the statements made by me above are correct and complete.

JOHN R. WARD
Vice-President

From the Editors' Notes

The term marketing *is a loaded word for most Americans, calling up visions of hucksters who use loathsome and irresponsible means to sell worthless products. Marketing, even in a community college, is often regarded as a manipulative activity. The editors of this volume of* New Directions for Community Colleges *understand this background and have attempted to bring authors with a national reputation to write about the many complex and interrelated aspects of marketing. The volume covers the four basic steps in the marketing arena: assessment, promotion, delivery, and evaluation. Much of what is presented here is highly practical, offering specifics to the practitioner who is looking for "how to" advice. The authors have also provided questions and cautions to be carefully considered by the reader.*

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